Central Bucks School District Education Committee Meeting

Thursday, November 5, 2026 6:00 PM
Board Room: Educational Services Center, 16 Welden Drive, Doylestown, PA 18901

1.	**CALL TO ORDER**	
2.	**PUBLIC COMMENT**	
3.	**REVIEW OF PREVIOUS MEETING REPORT**	
4.	**INFORMATION ITEMS**	
4.A.	Grades 1 – 5 General Music Curriculum Revisions	**Speaker(s):** Mike Gruver: Music Teacher and K - 12 Music Coordinator, CB East High School
4.B.	SRSD Writing Update and AP Seminar Update	**Speaker(s):** Michele Myers: Supervisor of English Language Arts
5.	**RECOMMENDATIONS FOR APPROVAL AT NEXT SCHOOL BOARD MEETING**	
5.A.	Grade 11 Academic and Honors Course of Study Approval; Grade 12 Academic and Honors Course of Study Approval; AP Language Course of Study Approval; AP Literature Course of Study Approval; Membean Pilot Approval	**Speaker(s):** Michele Myers: Supervisor of English Language Arts
5.B.	Community Internship 2 Course of Study Approval	**Speaker(s):** Will Melvin: English Teacher, CB South High School
5.C.	2027 – 2028 Middle School and High School Program of Studies Adoption	**Speaker(s):** Dr. Charles Malone: Assistant Superintendent, Secondary Education & Richard Kratz: Director of Teaching and Learning
6.	**ADJOURNMENT**	

Central Bucks School District
Education Committee Meeting Report

Thursday, October 1, 2026
6:00 p.m.
Meeting location: CBSD Educational Services Center
16 Welden Drive, Doylestown, PA 18901

IN ATTENDANCE:

AMANDA O'CONNOR, CHAIRPERSON
DANA FOLEY, COMMITTEE MEMBER
HEATHER REYNOLDS, COMMITTEE MEMBER
KAREN SMITH, BOARD MEMBER
DR. JOANNA WEXLER, SUPERINTENDENT
DR. CHARLES MALONE, ASSISTANT SUPERINTENDENT
DR. HELEN ZALESKI, ASSISTANT SUPERINTENDENT
RICHARD KRATZ, DIRECTOR OF TEACHING & LEARNING
STEPHANIE RADCLIFFE, SCHOOOL BOARD SECRETARY

1. **CALL TO ORDER**

Chairperson O'Connor called the meeting to order at 6:03 p.m.

2. **PUBLIC COMMENT**

Zara Mahmud, CB student, thanked the Board for adding the Eid-al-Fitr and Eid-al-Adha holidays to the school calendar.

Naida Qureshi, CB student, thanked the Board for adding the Eid-al-Fitr and Eid-al-Adha holidays to the school calendar.

Yasmin Ibrahim, Warwick, thanked the Board for adding the Eid-al-Adha holiday to the school calendar.

Sarah Umer, CB student, thanked the Board for adding the Eid-al-Adha holiday to the school calendar.

Ayesha Umer, Chalfont, shared her appreciation to the Board for adding the Eid-al-Fitr and Eid-al-Adha holidays to the school calendar.

3. **REVIEW OF PREVIOUS MEETING REPORT**

4. **INFORMATION ITEMS**

4.A. Grades K-5 and Grade 6 RELA Curriculum Resources Update and Next Steps

English Supervisor Michele Myers and Reading Supervisor Ashley Christie presented to the Committee regarding RELA curriculum for grades K-5 and grade 6. Data reviewed included DIBELS K-3, STAR Reading 206, and PSSA. Next steps for grades K-5 include comparing the 2020 *myView* version with the 2025 version, negotiating costs for both versions of *myView*, determining needed professional development, and then sharing the recommendation for adoption. Next steps for grade 6 include forming a committee to complete a formal review of HMH, determining between HMH and *myPerspectives*, and then sharing the recommendation for adoption.

4.B. LIEP Update

World Languages and English Language Development Supervisor Stacy Gray presented to the Committee regarding the Language Instruction Educational

Program Manual (LIEP) and shared updates from the English Language Development (ELD) and World Language Departments. The LIEP provides the district with a guide for effectively supporting the education of multilingual learners. Ms. Gray spoke about the trip to Spain in the summer of 2027 and about The Jack and Rosemarie Schieber Scholarship that is designed to support students in the ELD program who plan to continue their education beyond high school. A total of three CBSD students (one student from each of our three high schools) will be selected to be awarded a $1,500.00 scholarship.

4.C. 2027-2028 District Calendar

Dr. Wexler and Dr. Zaleski presented some options for next year's school calendar. The Committee is most in favor, if possible, of continuing the "soft start" for grades 9, 6, and kindergarten, a full Spring Break, and a holiday on Juneteenth. Administration will work on the calendar and bring it back to Committee for further discussion.

5. **RECOMMENDATIONS FOR APPROVAL AT NEXT SCHOOL BOARD MEETING**

5.A. Course of Study Approval: AP US Government and Politics

Social Studies Supervisor Chris Johnson presented to the Committee regarding a course of study called AP United States Government and Politics. This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the US. Mr. Johnson discussed the units of study and themes. The Committee agrees to move this course of study, intended to commence in the 2027-2028 school year, to the full Board for a vote.

6. **ADJOURNMENT**

The meeting was adjourned at 7:32 p.m.

6.A. Next scheduled Education Committee Meeting: November 5, 2026

K12 Music: Course Revisions

Grades 1-5: General Music

Michael Gruver
K–12 Music Coordinator and HS Music Teacher

November 5, 2026

Introductions

CB Music

Elementary General Music Team:
Elizabeth Axler : Maddie Bono : Linsey Griffin : Jason Hurle : Amanda Kelly : Abbigail Mann : Kayla Marucci : Karen Mudry : Alissa Nelson: Jordan Pizzoferrato : Andrea Raynor : Adam Welwood



Michael Gruver

K-12 Music Curriculum Coordinator, Music Teacher CB East HS

Goal of Presentation

Share an update on curricular revisions

➡️ General Music, Grades 1-5

10-minute presentation

Agenda



Background



Course/Curriculum Overview



Next Steps

Background: *Elementary General Music*

Students meet with their music teacher once per rotation, for 40 minutes.

All music rooms are equipped with a wide variety of instruments: Boomwhackers, Keyboards, Percussion Instruments, Ukuleles

All students have the opportunity to perform on stage with their peers and may join the band, chorus, or orchestra in the upper grades

PMEA

The state music standards embody four core learning pillars






PERFORMING

CREATING

RESPONDING

CONNECTING

The Elementary Music Classroom



Overview of K-5 Instructional Map:

General Music: Music Literacy and Understanding

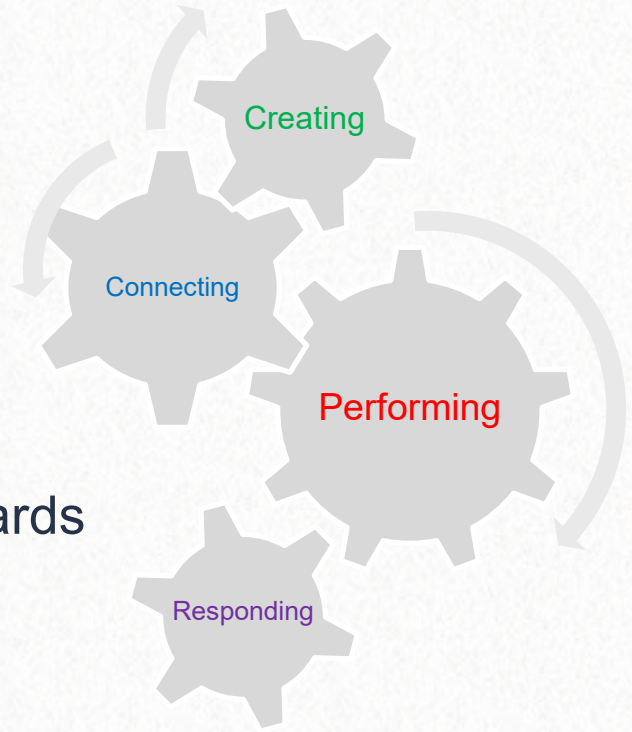
Grade Level	Rhythm	Melody	Terminology
Kindergarten	• Steady beat	• Simple melodic contour • Singing vs. speaking voice	• Pitch (high and low) • Dynamics (loud and soft) • Tempo (fast and slow)
1st grade	• Steady beat • Quarter note/rest • Whole note • Eighth notes-pair	• Simple melodic patterns • Simple melodic contour	• Pitch (high and low) • Dynamics (loud and soft) • Tempo (fast and slow) • Form (verse/refrain)
2nd grade	• Quarter note/rest • Whole note/rest • Eighth notes • Half note/rests	• Perform simple songs • Awareness of staff	• Staff • Dynamics (p, f) • Instrument families (String)
3rd grade	• Sixteenth notes • Tied notes • Meter and time signature	• Canons, partner songs • Treble clef notation • Simple intervals	• Treble Clef and Ledger Lines • Dynamics (pp, mp, mf, ff cresc.) • Instrument families
4th grade	• Syncopation • 8th/16th combo • Tie • Counting (1+234)	• Sing simple harmony	• Articulation (legato, staccato, accent) • Music Symbols (repeat signs, endings)
5th grade	• Anacrusis • Triplet	• Introduce bass clef • Introduce chords and scales • Introduce accidentals	• Introduce key signature • Genres • Harmony • Chord • Progressions (ukuleles/keyboards) • 2- and 3-part harmony • Compose • Build sight reading skills

Curricular Components:

Elementary General Music Overview

Curricular Structure:

- Enduring Understandings
- Essential Questions
- Overview of Learning Strands
- Priority and Supporting Standards
- Suggested Learning Activities
- Methods of Assessments (F/S)
- Unit Overview and Content Timeline



Units of Study:

- Performing
- Creating
- Responding
- Connecting

Focus on Engagement:







Sample Rhythm Lesson:

- A strong visual accompanies the learning
- All students are engaged (auditory and kinesthetically)
- Learning can be differentiated
- This learning experiences tie back to the 4 main strands of the PMEA music standards
    - Performing
    - Creating
    - Responding
    - Connecting



Questions & Next Steps



Questions?



Enter year 1 of implementation for all revised music courses

CENTRAL BUCKS
SCHOOL DISTRICT

General Music, Grade 1

Course Level: All students

Grade: 1

Time/Credit: 40 minutes, once per 5-day rotation

Development Date: 2025 – 2026 School Year

Revision Date: 11/5/2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Teaching and Learning Principles

Elementary General Music Mission Statement:

The Central Bucks elementary music department inspires student musicians to create, collaborate, perform, and make musical connections with the world around them.

- The curriculum comprises a balanced and sequential program of singing, playing instruments, listening to music, improvising and composing music, and moving to music consistent with the state and national standards.
- The music program provides the foundation for a sequential music program in middle school.
- Technology is used when it appropriately enhances music learning at this level.
- Student learning experiences may include the use of technology for creating, performing, responding, and connecting to music.
- General Music instruction includes at least two of the following: recorder, fretted instruments, keyboard instruments, electronic instruments, instruments representing various cultures.
- The repertoire taught includes music representing diverse genres and styles from various periods and cultures.
- All students are capable of progress and creative development in music where learning environments are established.
- High expectations, along with support from teachers, parents and administrators, are necessary to foster and motivate a musicians' achievement.
- Music learning is most effective when differences in the learners' prior knowledge, interests and strengths are accommodated.
- Through listening, music students must be taught how to self-reflect, self-assess, and use feedback in order to maximize their learning potential.
- The music student recognizes and understands links between new learning and its correlation with other disciplines.

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Enduring Understandings

Students will understand that:

Music can be experienced as a performer, producer and/or listener.

Lifelong experiences in music are enriched with a greater understanding in each of these experiential domains.

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Essential Questions

Why Music?

What is necessary to meaningfully experience and/or express music throughout one's life?

Central Bucks School District – Course of Study
Course Overview

Course Description:

Every student in kindergarten through grade five receives one forty-minute period of General Music instruction every week. In this course, musical concepts are spiraled in which music material is presented in a sequence that follows the child's natural ability at various stages of growth; giving students multiple opportunities to grasp and enhance their understanding of elements like rhythm and melody. Students may demonstrate their understanding of these concepts through musical performance, project-based learning activities, and a wide variety of interesting and challenging experiences that present music as a means for self-expression and enjoyment. Teachers will also use technology to enrich various experiences within the scope and sequence of the general music curriculum.

The PMEA framework is centered around four learning pillars: Creating, Performing, Responding and Connecting. In addition, elementary music teachers have access to electronic keyboards and iPad technology which serve to enhance the curricular content; giving all students the opportunity to be inspired to create, collaborate, perform and make musical connections to the world around them.

Prerequisite: none

Committee Members: Elementary General Music Teachers

Assessment Design:

Teachers of this course will abide by the expectations set forth from the Teaching and Learning Team for summative and formative assessment practices as well as composition of the gradebook.

Teachers create authentic assessments that reflect student understanding of the conceptual knowledge that exists within the curricular framework: *Creating, Performing, Responding, Connecting.* The structure of said assessments may be formative or summative in nature.

Students will show an understanding of the curricular content via formative and summative assessments. Additionally, such assessments align with the following learning pillars: *Creating, Performing, Responding, Connecting.* Students may be assessed in a large group, small group or individually depending on the learning objective.

Rubrics based on the grade indicators will be implemented. Both formative and summative assessment will be used, depending upon the skills being assessed.

Evaluations may include teacher observation/evaluation and professional reflection.

Pacing Guide: General Music, Grade 1

Content: ***Curriculum is iterative, scaffolded and the instructional design is cyclical***	**Days**
Unit 1 – Creating	**10**
Create simple melodic contours	6
Create simple melodic patterns	
Create simple rhythmic patterns using quarter notes, 8th notes, and quarter rests	
Improvise melodic and rhythmic patterns, use movement or choreography	
Interpret musical form through movement, expression, and/or performance	
Intervention and Enrichment	2
Demonstrate musical expression through simple notation through drawing, visuals, etc.	1.5
Assessment F/S	.5
Unit 2 - Performing	**12**
Demonstrate steady beat through movement and playing instruments	5
Perform simple rhythmic patterns including quarter note/rest, eighth notes (pair), whole note	
Distinguish speaking voice vs. singing voice	
Perform simple 2-4 note melodic patterns	
Accompany songs using a simple rhythmic or melodic ostinato	
Intervention and Enrichment	.5
Sing and perform rote songs; call and response	3.5
Perform grade-level songs through singing, dancing, and rhythmic exploration	
Use tools (music apps, etc.) and classroom instruments to apply knowledge through performance	2
Use music resources and manipulatives (scarves, puppets, bean bags, etc.) to apply knowledge through musical performance	
Assessment: F/S	1
Unit 3 – Responding	**8.5**
Listen to and discuss music of different genres, composers, styles, cultures, etc.	5.5
Respond to music through movement and expression.	
Identify and define fast, slow, loud, soft, high, and low.	
Visualize, demonstrate, and interpret melodic contour through movement and manipulatives.	
Identify and define basic form: such as verse and refrain	
Intervention and Enrichment	.5
Respond to musical form through visuals and/or movement	2
Assessment: F/S	.5
Unit 4 – Connecting	**5.5**
Perform music of different styes an cultures	3
Sing and perform with, and for the school community	
Connect music to local, national and world communities	
Sing and perfom seasonal, holiday, folk songs, etc.	2
Sing and peform music of a variety of styles, genres, eras, and cultures	
Assessment: F/S	.5
TOTAL INSTRUCTIONAL DAYS	**36**

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Supplemental Course Materials

- At least one General Music teacher is available for, and is deemed the lead music teacher at that school.
- Every room in which music is taught has convenient access to an assortment of pitched and non-pitched instruments of good quality for classroom use and appropriate to the developmental level of the students, including electronic instruments.
- Tablet devices may be provided for use as a supplemental musical instrument, but not as a replacement of an acoustic instrument.
- Every teacher has convenient access to sound recordings and supplemental repertoire representing a wide variety of music styles and cultures.
- Every room in which music is taught has equipment that uses current technology for making sound recordings and for listening to recordings, both in a group and with headphones so as not to disturb others. At least some of the equipment can be operated by the children.
- Teachers have quality clear touch panels and/or interactive boards.
- Tablet devices for the children on a one-to-one or one-to-two ratio (supplemental, as needed)
- The grades 1-5 program has access to a dedicated room for General Music, large enough to accommodate the largest group taught and to provide ample space for physical movement.
- Storage space is available for instruments, equipment, and instructional materials. In the grades K-5 program, this space is within or adjacent to the general music classroom.

Central Bucks School District – Course of Study – General Music, Grade 1

Unit 1 – Creating - conceiving and developing new artistic ideas and work

Desired Results:

Essential Questions:

- What do people use to improvise music?
- How can music notation show that sounds that are short, long, high or low?
- How do people decide if a musical work is good?

Enduring Understandings:

Students will understand that…

- Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their own experiences and skills to create
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of a work is the culmination of a process of creation and communication

Knowledge:

Students will know…

- Music is a culmination of generating and conceptualizing artistic ideas and work
- Musical ideas are derived from organizing and developing artistic ideas and work
- Music is a creative process involving evaluating and refining to complete an artistic work

Skills:

Students will be able to…

- Improvise simple melodies and rhythms using voices and classroom instruments
- Use various movements to express the elements of rhythm, melody, and expression
- Identify, create, and perform various melodic and rhythmic patterns

Standards:

Priority:

- 9.1.3A Know and use the elements and principles of music to create works (duration, pitch, melody, pitch, timbre)
- 9.1.3.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)

Acceptable Evidence:

Performance Tasks –

- Students will use movement to show an understanding of melody, rhythm, and expression

- Students will use classroom instruments to improvise and create melodies and rhythms
- Students will utilize technology to create simple melodic contours
- Students will use various choral techniques and experiences to demonstrate an understanding of musical concepts

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Rhythm:
  - Keeps a steady beat
  - Echo a 4-beat rhythm pattern
- Melody:
  - Listen to a short melody and draw the contour (high and low)
- Movement:
  - Use movement to demonstrate musical understanding (long/short, high/low)

Summative Assessment

- Rhythm:
  - Create and perform an original 4-beat rhythm using body percussion or instruments
- Melody:
  - Create and perform an original melodic contour (whistle, hum, etc.)
- Culminating Performance
  - Students perform a short piece that may include rhythm, melody, and/or movement

Suggested Learning Experiences and Instruction

Learning Experiences:

- Individual and/or group participation with improvised movement activities
- Individual and/or group participation with improvised or composed rhythmic and melodic concepts
- Games and/or activities reinforcing rhythmic or melodic creation

Instructional Strategies:

- Provide opportunities for students to experience and create music kinesthetically (melody, rhythm, form, dynamics)
- Differentiate rhythmic activities to include basic steady beat and more complex rhythmic phrases
- Provide opportunities for students to improvise rhythmic and melodic patterns
- Utilize iPad technology to enhance instruction and generate opportunities for students to create
- Use listening examples to assist students with their understanding of musical concepts like melody, rhythm, form and expression

Differentiation/Intervention/Enrichment Options:

Differentiation:

- Provide visual supports such as rhythm icons, melodic contour cards, and picture cues for high/low and long/short sounds.
- Allow students to show understanding through movement, singing, playing instruments, drawing, or technology.
- Use teacher modeling and peer partnerships during improvisation and composition activities.

Intervention:

- Work in small groups to practice steady beat, echo rhythms, and simple melodic patterns.
- Reduce task complexity by having students create 2-beat rhythms or use only two pitches before expanding.
- Provide sentence stems and visual cues to support musical vocabulary and reflection.

Enrichment:

- Challenge students to create longer (8-beat) rhythmic or melodic patterns.
- Have students revise their compositions after receiving peer feedback and explain their changes.
- Encourage students to combine rhythm, melody, and movement into a short original performance.

For Language Development:

- Consistently use visual vocabulary cards for key terms such as high, low, long, short, rhythm, melody, tempo, and instrument.
- Provide sentence frames that include familiar vocabulary (high/low, long/short).
- Model directions and musical tasks with gestures, pictures, and demonstrations before expecting independent work.
- Encourage students to respond through movement, drawing, or performance when verbal language is still developing.

Central Bucks School District – Course of Study – General Music, Grade 1

Unit 2 – Performing - Realizing artistic ideas and work through interpretation and presentation

Desired Results:

Essential Questions:

- How is music arranged?
- How does rehearsal affect a musician's skills?
- How do musicians use rehearsal to improve their skills?
- What do people use to perform music?
- What do people use to improvise music?
- Who can create music?

Enduring Understandings:

Students will understand that…

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance, influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performances.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas… musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures.

Knowledge:

Students will know…

- How to read and notate grade-level appropriate rhythms and melodies.
- How to perform grade-level appropriate rhythms and melodies.
- How to distinguish between sound vs. silence, high vs. low, fast vs. slow, and long vs. short.

Skills:

Students will be able to…

- Read and notate basic rhythmic and melodic patterns.
- Perform rhythms and melodies using voices and instruments.
- Analyze musical works in a simple, grade-level appropriate way.

Standards:

Priority:

- 9.1.3A Know and use the elements and principles of how to create works (duration, pitch, melody, pitch, timbre)
- 9.1.3.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.1.3.D Use knowledge of varied styles within each art form through performance

Acceptable Evidence:

Performance Tasks –

- Students identify and read grade-level appropriate notation patterns.
- Students accurately perform grade-level appropriate rhythms and melodies by clapping, chanting, singing, playing instruments, etc.
- Students interpret various forms of music through movement.
- Students describe musical works using basic vocabulary

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Rhythm & Melody Read-Aloud Check: Students identify and perform short rhythmic or melodic patterns from notation cards.
- Echo Performance Activity: Students echo-clap, echo-chant, or echo-sing patterns, allowing the teacher to assess accuracy and steady beat.
- Movement Response Assessment: Students use movement to demonstrate understanding of musical concepts such as fast/slow, high/low, and sound/silence.
- Turn-and-Talk Music Analysis: Students describe a musical example using vocabulary such as *rhythm, melody, tempo,* and *instrument*.

Summative Assessment

- Notation Reading Performance: Students accurately read and perform grade-level rhythmic and melodic patterns using clapping, chanting, singing, or instruments.
- Performance Task: Students perform a prepared song or musical selection demonstrating correct rhythm, melody, expression, and safe instrument handling.
- Music Interpretation Activity: Students respond to a musical work through movement and explain one or two musical elements they heard.
- Musical Vocabulary Assessment: Students identify and describe basic musical concepts (high/low, fast/slow, sound/silence, rhythm, melody) using appropriate vocabulary and examples.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Individual or small group performances
- In-class movement, singing, and playing activities

Instructional Strategies:

- Increase use of the piano keyboard lab and other classroom instruments.
- Provide opportunities for small groups and individual performances in the classroom setting.
- Provide opportunities for performances for audiences outside of the classroom.

Differentiation/Intervention/Enrichment Options:

Differentiation:

- Provide visual supports such as rhythm cards, icons, and melodic contour visuals to reinforce notation concepts.
- Allow students to demonstrate understanding through multiple modalities (clapping, singing, playing instruments, movement, or drawing).
- Use flexible grouping and peer partners during performance and notation activities.

Intervention:

- Meet with small groups to practice identifying and performing simple rhythm and melody patterns with teacher support.

- Simplify notation tasks by focusing on shorter patterns or fewer musical elements at a time.
- Provide guided practice with repeated modeling, echo-clapping, echo-singing, and verbal prompts.

Enrichment:

- Challenge students to notate and perform longer or more complex rhythmic and melodic patterns.
- Students compare two musical performances and explain differences using musical vocabulary.
- Encourage students to create a short performance that includes singing, movement, and instruments.

For Language Development:

- Model directions and expectations using demonstrations rather than relying solely on verbal explanations.
- Pair students with supportive peers during notation reading, rehearsals, and discussions.
- Allow students to demonstrate understanding through clapping, singing, movement, drawing, or pointing to visual choices before requiring verbal responses.
- Use picture cues, anchor charts, and word walls to support vocabulary development throughout the unit.

Central Bucks School District – Course of Study – General Music, Grade 1

Unit 3 – Responding: Understanding and evaluating how the arts convey meaning

Desired Results:

Essential Questions:

- How is music used to pass on traditions?
- How do people decide if a musical work is good?
- Why do different people have different opinions about music?

Enduring Understandings:

Students will understand that…

- Individuals' selection of musical works is influenced by their interests, experiences, understanding, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances are informed by analysis, interpretation, and established criteria.

Knowledge:

Students will know…

- How to perceive and analyze artistic work.
- How to interpret intent and meaning in artistic work.
- How to apply criteria to evaluate artistic work.

Skills:

Students will be able to…

- Identify, perform, and move to music that is used to pass on traditions.
- Identify the criteria that describe the quality of musical works and/or performances.
- Articulate their preferences for different types of music and distinguish between their preferences for musical works and the preferences of others.

Standards:

Priority:

- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.I Identify arts events that take place in schools and communities
- 9.3.3.B Know that works can be described by using musical concepts (e.g. dynamics, tempo, texture, etc.)
- 9.3.3.C Know materials and processes to create a musical work
- 9.3.3.F Know how to recognize and identify similar and different characteristics among musical works

Supporting:

- 9.2.3.A Explain the historical, cultural and social context of an individual work
- 9.2.3.K Identify, explain, and analyze historical and cultural difference as they relate to musical works

Acceptable Evidence:

Performance Tasks –

- Students perform folk songs from various cultures through singing, performing, chanting, and moving
- Students discuss the musical traditions of different cultures
- Students evaluate and discuss musical works using grade level appropriate music vocabulary
- Students share their feelings and opinions about different songs and recognize their differences and similarities

Acceptable evidence of learning other than Performance Tasks:
Formative Assessment

Think-Pair-Share Discussions

After listening to a song, students discuss:

- What did you hear?
- How did the music make you feel?
- What musical elements did you notice?

Music Comparison Activity

- Students listen to two songs from different cultures and identify one similarity and one difference using vocabulary such as *tempo, melody,* or *rhythm*.

Observation During Folk Song Activities

- Teachers observe students sing, move, or perform folk songs to assess participation and understanding of cultural traditions.

Summative Assessment:

Cultural Music Performance

- Students perform a folk song through singing, movement, chanting, or instruments and identify the culture or tradition associated with the piece.

Music Response Task

- After listening to a musical selection, students describe the music using grade-level vocabulary and explain how it might be used to pass on traditions.

Personal Preference Reflection

- Students explain their opinion about a musical work and recognize that others may have different opinions.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Listen to a song and use visual picture cards to identify the feeling, story, or tradition represented in the music.
- Create a music story map where students use pictures, symbols, or drawings to represent how a piece of music tells a story or expresses a feeling
- Watch or listen to two performances and discuss similarities and differences using vocabulary such as *tempo, rhythm,* and *melody*.
- Students discuss what they liked about a musical example and explain their opinions using a teacher-provided sentence stem.
- In small groups, students create simple movements that match the character or mood of a piece of music and perform for classmates.
- Students sing, move to, or accompany a folk song from a specific culture and share one thing they learned about its tradition.
- After individual or small-group performances, students identify one strength of the performance using class-generated criteria.

Instructional Strategies:

- Use visual tools to help students create music that conveys meaning or tells a story
- Use audio and video recordings to assist with musical understanding and evaluation

- Encourage student discussion and collaboration to share ideas and opinions
- Provide opportunities for small groups and individual performances in the classroom setting that demonstrate how a student responds to music

Differentiation/Intervention/Enrichment Options:

Differentiation

- Provide visual support such as maps, photos, instruments, cultural artifacts, and vocabulary cards when introducing music from different traditions.
- Allow students to demonstrate understanding through singing, movement, drawing, discussion, or simple written responses.
- Use partner and small-group activities to support musical discussions and cultural comparisons.

Intervention

- Pre-teach key vocabulary (e.g., *tradition, culture, rhythm, melody, tempo*) using pictures and examples.
- Focus on identifying one musical element at a time when listening to and discussing music.
- Provide sentence stems to ignite discussion

Enrichment

- Have students compare musical traditions from multiple cultures and identify similarities and differences.
- Encourage students to research or share a musical tradition from their family or community.

For Language Development:

- Use visuals, gestures, and real-world examples to teach vocabulary related to culture, traditions, and musical elements.
- Allow students to respond through drawing, movement, pointing, or performance before requiring extended verbal responses.
- Maintain a music word wall with pictures and key vocabulary that students can reference during activities and discussions.

Central Bucks School District – Course of Study – General Music, Grade 1

Unit 4 – Connecting - Relating artistic ideas and work with personal meaning and context

Desired Results:

Essential Questions:

- How is music used to pass on traditions?
- Why do some people have different opinions about music?
- How do people decide if a musical work is good?

Enduring Understandings:

Students will understand that…

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians in creating, performing, and responding.

Knowledge:

Students will know…

- Musicians synthesize and relate knowledge and experiences to make art.
- Musicians relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Skills:

Students will be able to…

- Distinguish between sound and silence in complex rhythms and melodies.
- Identify, perform and move to music that is used to pass on traditions.
- Identify the criteria that describe the quality of musical works and/or performances.

Standards:

Priority:

- 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works
- 9.1.3.D Use knowledge of varied styles within each art form through a performance
- 9.1.3.E Demonstrate the ability to express emotion or relate an experience through creation of works in the arts
- 9.1.3.H Handle materials, equipment and tools safely in performance spaces
- 9.1.3.J Identify arts events that take place in schools and in communities

Acceptable Evidence:

Performance Tasks –

- Students will sing songs from different cultures and learn about the music and purpose.
- Students will perform movement and game activities from various cultures.
- Students will use instruments from different countries to accompany their singing or recorded music.
- Students will learn to sing their school song and make connections to their school community.
- Students will sing, move, listen to, and play instruments with patriotic music.
- Students will use guided listening activities to make their own connections with a variety of types of music.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Teacher observation checklists during singing, movement, and instrument activities
- Guided listening responses (discussion, drawing, or sharing connections)
- Rhythm and silence identification activities
- Turn-and-talk discussions about traditions and opinions in music
- Exit tickets (draw or tell one thing learned about a musical tradition)
- Student self-assessments using smiley faces or thumbs up/down

Summative Assessment

- Performance of a cultural song, game, dance, or instrument accompaniment
- Guided listening assessment identifying sound, silence, and the purpose of music
- Drawing or simple project explaining a musical tradition and its importance
- School song performance with explanation of its connection to the school community
- Unit performance and reflection that demonstrate:
    - Sound vs. silence recognition
    - Participation in singing, moving, or playing
    - Understanding of music as a tradition
    - Ability to share an opinion about music

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide opportunities for students to experience and create music kinesthetically (melody, rhythm, form, dynamics)
- Differentiate rhythmic activities to include basic steady beat and more complex rhythmic phrases
- Provide opportunities for students to improvise rhythmic and melodic patterns
- Utilize technology to enhance instruction and generate opportunities for students to create
- Use listening or video examples to assist students with their understanding of musical concepts pertaining to other cultures
- Use books to help provide students with more context when learning music of different cultures and styles

Instructional Strategies:

- Individual and group observation of singing, moving, and playing instruments with music of different cultures
- Formative assessments that demonstrate a students' understanding of music concepts
- Collecting and saving artifacts based on technology tools that affirm and/or enhance the students' understanding of music concepts
- Games reinforcing understanding of music from other cultures

Differentiation/Intervention/Enrichment Options:

Differentiation

- Provide visual aids, picture cues, and movement demonstrations.
- Offer varied ways for students to respond (singing, movement, drawing, speaking).
- Adjust rhythmic and movement activities to match student readiness levels.
- Use partner and small-group activities to support learning.
- Incorporate multicultural literature, videos, and listening examples to build background knowledge.

Enrichment

- Create original rhythmic or melodic patterns inspired by cultural music.
- Research and share additional musical traditions from around the world.
- Serve as student leaders during games, dances, or instrument activities.
- Compare and contrast music from different cultures and traditions.

- Use technology tools to compose or record original musical ideas.

Intervention

- Provide additional modeling and guided practice for singing, movement, and instrument skills.
- Simplify rhythmic patterns and focus on steady beat before introducing more complex concepts.
- Use visual supports and repeated listening opportunities.
- Offer small-group instruction and teacher check-ins.
- Provide adapted instruments, movement options, and extra practice opportunities as needed.

For Language Development:

- Pre-teach and review music vocabulary (tradition, culture, rhythm, melody, beat, performance, audience).
- Use visuals, gestures, and picture cards to support music concepts and directions.
- Provide sentence frames
- Encourage partner discussions using music vocabulary.
- Read books and share stories that provide cultural and historical context for musical traditions.
- Model academic language during listening, performing, and reflection activities.
- Provide opportunities for students to describe musical experiences through speaking, drawing, and writing.
- Reinforce vocabulary through songs, chants, movement activities, and repeated exposure.

COURSE RUBRICS:

Perform and Connect:

- Exceeding:
  - Student is a strong, musical leader.
  - Student uses a confident and musical singing voice.
  - Student plays instruments with expression and technical accuracy.
  - Student reads and performs all rhythms with accuracy.
- Meeting:
  - Student cooperatively performs in music class to the best of their ability.
  - Student uses a singing voice to the best of their ability.
  - Student plays instruments with focus.
  - Student reads and performs most rhythms with accuracy.
- Approaching:
  - Student needs reminders to cooperatively perform to the best of their ability.
  - Student benefits from much teacher assistance when playing instruments and reading notation.
- Limited Progress:
  - Student rarely participates in music class performance with cooperation.

Create and Respond:

- Exceeding:
  - Student consistently demonstrates creativity by improvising and composing, vocally and instrumentally.
  - Student consistently contributes creative and musical ideas to class discussions and assignments.
- Meeting:
  - Student improvises and composes to the best of their ability.
  - Student contributes to class discussions and completes assignments to the best of their ability.
- Approaching:
  - Student needs reminders to participate in class activities to the best of their ability.
  - Student benefits from much teacher assistance when making musical decisions.
- Limited Progress
  - Student rarely participates in music class activities.

CENTRAL BUCKS
SCHOOL DISTRICT

General Music, Grade 2

Course Level: All students

Grade: 2

Time/Credit: 40 minutes, once per 5-day rotation

Development Date: 2025 - 2026

Revision Date: 11/5/2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Central Bucks School District

Teaching and Learning Principles

Elementary General Music Mission Statement:

The Central Bucks elementary music department inspires student musicians to create, collaborate, perform, and make musical connections with the world around them.

- The curriculum comprises a balanced and sequential program of singing, playing instruments, listening to music, improvising and composing music, and moving to music consistent with the state and national standards.
- The music program provides the foundation for a sequential music program in middle school.
- Technology is used when it appropriately enhances music learning at this level.
- Student learning experiences may include the use of technology for creating, performing, responding, and connecting to music.
- General Music instruction includes at least two of the following: recorder, fretted instruments, keyboard instruments, electronic instruments, instruments representing various cultures.
- The repertoire taught includes music representing diverse genres and styles from various periods and cultures.
- All students are capable of progress and creative development in music where learning environments are established.
- High expectations, along with support from teachers, parents and administrators, are necessary to foster and motivate a musicians' achievement.
- Music learning is most effective when differences in the learners' prior knowledge, interests and strengths are accommodated.
- Through listening, music students must be taught how to self-reflect, self-assess, and use feedback in order to maximize their learning potential.
- The music student recognizes and understands links between new learning and its correlation with other disciplines.

Central Bucks School District

Enduring Understandings

Students will understand that:

Music can be experienced as a performer, producer and/or listener.

Lifelong experiences in music are enriched with a greater understanding in each of these experiential domains.

Central Bucks School District

Essential Questions

Why Music?

What is necessary to meaningfully experience and/or express music throughout one's life?

Central Bucks School District – Course of Study

Course Overview

Course Description:

Every student in kindergarten through grade five receives one forty-minute period of General Music instruction every week. In this course, musical concepts are spiraled in which music material is presented in a sequence that follows the child's natural ability at various stages of growth; giving students multiple opportunities to grasp and enhance their understanding of elements like rhythm and melody. Students may demonstrate their understanding of these concepts through musical performance, project-based learning activities, and a wide variety of interesting and challenging experiences that present music as a means for self-expression and enjoyment. Teachers will also use technology to enrich various experiences within the scope and sequence of the general music curriculum.

The PMEA framework is centered around four learning pillars: Creating, Performing, Responding and Connecting. In addition, elementary music teachers have access to electronic keyboards and iPad technology which serve to enhance the curricular content; giving all students the opportunity to be inspired to create, collaborate, perform and make musical connections to the world around them.

Prerequisite: none

Committee Members: Elementary General Music Teachers

Assessment Design:

Teachers of this course will abide by the expectations set forth from the Teaching and Learning Team for summative and formative assessment practices as well as composition of the gradebook.

Teachers create authentic assessments that reflect student understanding of the conceptual knowledge that exists within the curricular framework: *Creating, Performing, Responding, Connecting.* The structure of said assessments may be formative or summative in nature.

Students will show an understanding of the curricular content via formative and summative assessments. Additionally, such assessments align with the following learning pillars: *Creating, Performing, Responding, Connecting.* Students may be assessed in a large group, small group or individually depending on the learning objective.

Rubrics based on the grade indicators will be implemented. Both formative and summative assessment will be used, depending upon the skills being assessed.

Evaluations may include teacher observation/evaluation and professional reflection.

Pacing Guide: General Music, Grade 2

Content: ***Curriculum is iterative, scaffolded and the instructional design is cyclical***	**Days**
Unit 1 – Creating	**8**
Create and interpret melodic contours	5
Create and improvise simple melodic patterns	
Create and improvise rhythmic patterns using quarter notes, 8th notes, and quarter rests	
Improvise and choreograph movement to demonstrate form, phrasing, dynamics, tempo, meter, etc.	
Practice musical form through movement, expression, and/or performance	
Intervention and Enrichment	1
Demonstrate by creating musical expression through simple notation through drawing, visuals	1.5
Assessment F/S	.5
Unit 2 - Performing	**12**
Demonstrate steady beat through movement and playing instruments	5
Read, write, and perform simple rhythmic patterns including quarter note/rest, eighth notes (pair), and dotted half notes	
Continue to develop singing voice and pitch-matching	
Read, write, and perform simple (3-5 notes) melodic patterns through singing and playing instruments	
Accompany songs using a simple rhythmic or melodic ostinato	
Intervention and Enrichment	.5
Sing and perform rote songs; call and response	3.5
Perform grade-level songs through singing and dancing	
Sing, perform, and identify music using piano and forte dynamic levels	2
Use music resources and manipulatives (scarves, puppets, bean bags, etc.) to apply knowledge through musical performance	
Introduce keyboards (high/low, step/skip)	
Assessment: F/S	1
Unit 3 – Responding	**8.5**
Listen to and discuss music of different genres, composers, styles, cultures, etc.	1.5
Respond to music through movement and expression.	4.5
Identify and define tempo, dynamics, pitch, melody, beat, rhythm and basic time signature	
Identify and read melodic contour; introduce steps vs. skips.	
Introduce the repeat sign, the musical staff, and the concept of the treble clef.	
Intervention and Enrichment	
Identifying rhythmic examples using rhythmic patterns including whole notes/rests, half notes/rests, and dotted half notes.	2
Responding to social and emotional messages in simple songs	
Aurally identify dynamic levels piano and forte	
Pentatonic Solfege (Do Re Mi Sol La)	
Assessment: F/S	.5
Unit 4 – Connecting	**7.5**
Connect with music of different styes and cultures	3.5
Sing and perform with, and for the school community	
Connect music to local, national, and world communties	
Experience music through cross-curricular connections	

Use musical examples to make connections using whole notes/rests, half notes/rests/ and dotted half notes	3
Sing and perform seasonal, holiday, folk music, etc.	
Sing and perform music of a variety of styles, genres, and cultures	
Connect (musically) with community celebrations, school assemblies, and performances	1.5
Recreate melodic contour on a basic music staff	
TOTAL INSTRUCTION DAYS	**36**

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Supplemental Course Materials

- At least one General Music teacher is available for, and is deemed the lead music teacher at that school
- Every room in which music is taught has convenient access to an assortment of pitched and non-pitched instruments of good quality for classroom use and appropriate to the developmental level of the students, including electronic instruments.
- Tablet devices may be provided for use as a supplemental musical instrument, but not as a replacement of an acoustic instrument.
- Every teacher has convenient access to sound recordings and supplemental repertoire representing a wide variety of music styles and cultures.
- Every room in which music is taught has equipment that uses current technology for making sound recordings and for listening to recordings, both in a group and with headphones so as not to disturb others. At least some of the equipment can be operated by the children.
- Teachers have quality clear touch panels and/or interactive boards.
- Tablet devices for the children on a one-to-one or one-to-two ratio (supplemental, as needed)
- The grades 1-5 program has access to a dedicated room for General Music, large enough to accommodate the largest group taught and to provide ample space for physical movement.
- Storage space is available for instruments, equipment, and instructional materials. In the grades K-5 program, this space is within or adjacent to the general music classroom.

Central Bucks School District – Course of Study – General Music, Grade 2

Unit 1 – Creating - conceiving and developing new artistic ideas and work

Desired Results:

Essential Questions:

- How are patterns arranged to make music?
- How can people use found objects to create music?
- How can music notation be used to share rhythms and melodies?

Enduring Understandings:

Students will understand that…

- Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their own experiences and skills to create
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of a work is the culmination of a process of creation and communication

Knowledge:

Students will know…

- Music is a culmination of generating and conceptualizing artistic ideas and work
- Musical ideas are derived from organizing and developing artistic ideas and work
- Music is a creative process involving evaluating and refining to complete an artistic work

Skills:

Students will be able to…

- Identify, create, and perform various melodic and rhythmic patterns
- Improvise melodic and rhythmic patterns
- Understand and utilize basic dynamics to create expression in their music
- Improvise movements in response to musical elements

Standards:

Priority:

- 9.1.3A Know and use the elements and principles of music to create works (duration, pitch, melody, pitch, timbre)
- 9.1.3.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)

Acceptable Evidence:

Performance Tasks –

- Students will use movement to show an understanding of melody, rhythm, and expression
- Students will use classroom instruments to improvise and create melodies and rhythms

- Students will utilize technology to create simple melodic contours
- Students will use various choral techniques and experiences to demonstrate an understanding of musical concepts

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Rhythm:
  - Keeps a steady pulse while performing rhythmic patterns
  - Echo a 4-beat rhythm pattern
- Melody:
  - Listen to a short melody and draw the contour (high and low)
- Movement:
  - Use directed movement to demonstrate musical understanding (rhythm, melody, form)

Summative Assessment

- Rhythm:
  - Create and perform an original 1-2 measure rhythm using body percussion or instruments
- Melody:
  - Create and perform an original melodic contour (whistle, hum, keyboard (3 notes), etc.)
- Culminating Performance
  - Students perform a short piece that may include rhythm, melody, form, and/or movement

Suggested Learning Experiences and Instruction

Learning Experiences:

- Individual and/or group participation with improvised movement activities
- Individual and/or group participation with improvised or composed rhythmic and melodic concepts
- Games and/or activities reinforcing rhythmic or melodic creation

Instructional Strategies:

- Provide opportunities for students to experience and create music kinesthetically (melody, rhythm, form, dynamics)
- Differentiate rhythmic activities to include basic steady beat and more complex rhythmic phrases
- Provide opportunities for students to improvise rhythmic and melodic patterns
- Utilize technology tools to enhance instruction and generate opportunities for students to create
- Use listening examples to assist students with their understanding of musical concepts like melody, rhythm, form and expression

Differentiation/Intervention/Enrichment Options:

Differentiation:

- Provide visual supports such as rhythm icons, melodic contour cards, and picture cues
- Allow students to show understanding through movement, singing, playing instruments, drawing, or technology
- Use teacher modeling and peer partnerships during improvisation and composition activities

Intervention:

- Work in small groups to practice steady beat, echo rhythms, and simple melodic patterns
- Use manipulatives like rhythm blocks to help demonstrate understanding of rhythmic concepts.

- Reduce task complexity by having students create 2-beat rhythms or use only two pitches before expanding
- Provide sentence stems and visual cues to support musical vocabulary and reflection

Enrichment:

- Challenge students to create multi-measure rhythmic or melodic patterns and demonstrate use of barlines
- Have students revise their compositions after receiving peer feedback and explain their changes
- Encourage students to combine rhythm, melody, and movement into a short original performance

For Language Development:

- Consistently use visual vocabulary cards for key terms such as high, low, long, short, rhythm, melody, tempo, and instrument
- Provide sentence frames that include familiar vocabulary (high/low, long/short)
- Model directions and musical tasks with gestures, pictures, and demonstrations before expecting independent work
- Encourage students to respond through movement, drawing, or performance when verbal language is still developing

Central Bucks School District – Course of Study – General Music, Grade 2

Unit 2 – Performing - Realizing artistic ideas and work through interpretation and presentation

Desired Results:

Essential Questions:

- How are patterns arranged to make music?
- How can music notation be used to share rhythms and melodies?
- How do people talk about the quality of musical works?

Enduring Understandings:

Students will understand that…

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance, influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performances.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas… musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures.

Knowledge:

Students will know…

- How to read and notate grade-level appropriate rhythms and melodies.
- How to perform grade-level appropriate rhythms and melodies.
- How to use basic vocabulary to discuss the quality of musical works.

Skills:

Students will be able to…

- Read and notate basic rhythmic and melodic patterns.
- Perform rhythms and melodies using voices and instruments.
- Evaluate musical works in a simple, grade-level appropriate way.

Standards:

Priority:

- 9.1.3A Know and use the elements and principles of how to create works (duration, pitch, melody, pitch, timbre)
- 9.1.3.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3. E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.1.3.D Use knowledge of varied styles within each art form through performance
- 9.1.3. J Know and use both traditional and contemporary technologies

Acceptable Evidence:

Performance Tasks –

- Students identify and read grade-level appropriate notation patterns.
- Students accurately perform grade-level appropriate rhythms and melodies by clapping, chanting, singing, playing instruments, etc.
- Students interpret various forms of music through movement.
- Students describe musical works using vocabulary from the music literacy continuum.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Rhythm & Melody Read-Aloud Check: Students identify and perform short rhythmic or melodic patterns from notation cards.
- Echo Performance Activity: Students echo-clap, echo-chant, or echo-sing patterns, allowing the teacher to assess accuracy and steady beat.
- Movement Response Assessment: Students use movement to demonstrate understanding of musical concepts such as fast/slow, high/low, and sound/silence.
- Turn-and-Talk Music Analysis: Students describe a musical example using vocabulary such as *rhythm, melody, tempo,* and *instrument*.

Summative Assessment

- Notation Reading Performance: Students accurately read and perform grade-level rhythmic and melodic patterns using clapping, chanting, singing, or instruments.
- Performance Task: Students perform a prepared song or musical selection demonstrating correct rhythm, melody, expression, and safe instrument handling.
- Music Interpretation Activity: Students respond to a musical work through movement and explain one or two musical elements they heard.
- Musical Vocabulary Assessment: Students identify and describe basic musical concepts (high/low, fast/slow, sound/silence, rhythm, melody) using appropriate vocabulary and examples.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Individual or small group performances
- In-class movement, singing, and playing activities

Instructional Strategies:

- Increase use of the piano keyboard lab and other classroom instruments.
- Provide opportunities for small groups and individual performances in the classroom setting.
- Provide opportunities for performances for audiences outside of the classroom.

Differentiation/Intervention/Enrichment Options:

Differentiation:

- Provide visual supports such as rhythm cards, icons, and melodic contour visuals to reinforce notation concepts.
- Allow students to demonstrate understanding through multiple modalities (clapping, singing, playing instruments, movement, or drawing).
- Use flexible grouping and peer partners during performance and notation activities.

Intervention:

- Meet with small groups to practice identifying and performing simple rhythm and melody patterns with teacher support.
- Simplify notation tasks by focusing on shorter patterns or fewer musical elements at a time.
- Provide guided practice with repeated modeling, echo-clapping, echo-singing, and verbal prompts.

Enrichment:

- Challenge students to notate and perform longer or more complex rhythmic and melodic patterns.
- Students compare two musical performances and explain differences using musical vocabulary.
- Encourage students to create a short performance that includes singing, movement, and instruments.

For Language Development:

- Model directions and expectations using demonstrations rather than relying solely on verbal explanations.
- Pair students with supportive peers during notation reading, rehearsals, and discussions.
- Allow students to demonstrate understanding through clapping, singing, movement, drawing, or pointing to visual choices before requiring verbal responses.
- Use picture cues, anchor charts, and word walls to support vocabulary development throughout the unit.

Unit 3 – Responding: Understanding and evaluating how the arts convey meaning

Desired Results:

Essential Questions:

- How is music used to pass on traditions?
- How do people talk about music?

Enduring Understandings:

Students will understand that…

- Individuals' selection of musical works is influenced by their interests, experiences, understanding, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances are informed by analysis, interpretation, and established criteria.

Knowledge:

Students will know…

- How to perceive and analyze artistic work.
- How to interpret intent and meaning in artistic work.
- How to apply criteria to evaluate artistic work.

Skills:

Students will be able to…

- Identify musical traditions in culture.
- Use a basic vocabulary of artistic criticism to discuss the quality of musical works.
- Articulate personal opinions of musical works using appropriate vocabulary.

Standards:

Priority:

- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.I Identify arts events that take place in schools and communities
- 9.3.3.B Know that works can be described by using musical concepts (e.g. dynamics, tempo, texture, etc.)
- 9.3.3.F Know how to recognize and identify similar and different characteristics among musical works
- 9.2.3.A Explain the historical, cultural and social context of an individual work

Supporting:

- 9.2.3.K Identify, explain, and analyze historical and cultural difference as they relate to musical works
- 9.2.3.G Relate musical works to geographic regions

Acceptable Evidence:

Performance Tasks –

- Students perform folk songs from various cultures through singing, performing, chanting, and moving
- Students discuss the musical traditions of different cultures
- Students evaluate and discuss musical works using grade level appropriate music vocabulary

- Students share their feelings and opinions about different songs and recognize their differences and similarities
- Students learn and perform American patriotic songs and folk music.

Acceptable evidence of learning other than Performance Tasks:
Formative Assessment

Think-Pair-Share Discussions

After listening to a song, students discuss:

- What did you hear?
- How did the music make you feel?
- What musical elements did you notice?

Music Comparison Activity

- Students listen to two songs from different cultures and identify one similarity and one difference using vocabulary such as *tempo, melody,* or *rhythm*.

Observation During Folk Song Activities

- Teachers observe students sing, move, or perform folk songs to assess participation and understanding of cultural traditions.

Student-created visual interpretations of songs using pictures and movement.

Summative Assessment:

Cultural Music Performance

- Students perform a folk song through singing, movement, chanting, or instruments and identify the culture or tradition associated with the piece.

Music Response Task

- After listening to a musical selection, students describe the music using grade-level vocabulary and explain how it might be used to pass on traditions.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Listen to a song and use visual picture cards to identify the feeling, story, or tradition represented in the music.
- Create a music story map where students use pictures, symbols, or drawings to represent how a piece of music tells a story or expresses a feeling.
- Watch or listen to two performances and discuss similarities and differences using vocabulary such as *tempo, rhythm,* and *melody*.
- Students discuss what they liked about a musical example and explain their opinions using a teacher-provided sentence stem.
- In small groups, students create simple movements that match the character or mood of a piece of music and perform for classmates.
- Students sing, move to, or accompany a folk song from a specific culture and share one thing they learned about its tradition.
- After individual or small-group performances, students identify one strength of the performance using class-generated criteria.

Instructional Strategies:

- Use visual tools to help students create music that conveys meaning or tells a story
- Use audio and video recordings to assist with musical understanding and evaluation
- Encourage student discussion and collaboration to share ideas and opinions
- Provide opportunities for small groups and individual performances in the classroom setting that demonstrate how a student responds to music

Differentiation/Intervention/Enrichment Options:

Differentiation

- Provide visual support such as maps, photos, instruments, cultural artifacts, and vocabulary cards when introducing music from different traditions.
- Allow students to demonstrate understanding through singing, movement, drawing, discussion, or simple written responses.
- Use partner and small-group activities to support musical discussions and cultural comparisons.

Intervention

- Pre-teach key vocabulary (e.g., *tradition, culture, rhythm, melody, tempo*) using pictures and examples.
- Focus on identifying one musical element at a time when listening to and discussing music.
- Provide sentence stems to ignite discussion

Enrichment

- Students compare musical traditions from multiple cultures and identify similarities and differences.
- Encourage students to research or share a musical tradition from their family or community.

For Language Development:

- Use visuals, gestures, and real-world examples to teach vocabulary related to culture, traditions, and musical elements.
- Allow students to respond through drawing, movement, pointing, or performance before requiring extended verbal responses.
- Maintain a music word wall with pictures and key vocabulary that students can reference during activities and discussions.

Central Bucks School District – Course of Study – General Music, Grade 2

Unit 4 – Connecting - Relating artistic ideas and work with personal meaning and context

Desired Results:

Essential Questions:

- How are musical traditions a part of American culture?
- How do people talk about the quality of musical works?
- How do people talk about music?

Enduring Understandings:

Students will understand that…

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians in creating, performing, and responding.

Knowledge:

Students will know…

- Musicians synthesize and relate knowledge and experiences to make art.
- Musicians relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Skills:

Students will be able to…

- Identify musical traditions of various cultures.
- Articulate personal opinions of musical works.

Standards:

Priority:

- 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works
- 9.1.3.D Use knowledge of varied styles within each art form through a performance
- 9.1.3.E Demonstrate the ability to express emotion or relate an experience through creation of works in the arts
- 9.1.3.H Handle materials, equipment and tools safely in performance spaces
- 9.1.3.J Identify arts events that take place in schools and in communities

Acceptable Evidence:

Performance Tasks –

- Students will sing songs from different cultures and learn about the music and purpose.
- Students will use movement and game activities to make connections to various cultures.
- Students will use instruments from different countries to accompany their singing or recorded music.
- Students will use their school song to make connections to their school community.
- Students will sing, move, listen to, and play instruments with patriotic music.
- Students will use guided listening activities to make their own connections with a variety of types of music.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Teacher observation checklists during singing, movement, and instrument activities
- Individual and group observation of singing, moving, and playing instruments with music of different cultures
- Guided listening responses (discussion, drawing, or sharing connections)
- Turn-and-talk discussions about traditions and opinions in music
- School song performance with explanation of its connection to the school community

Summative Assessment

- Performance of a cultural song, game, dance, or instrument accompaniment
- Guided listening assessment identifying sound, silence, and the purpose of music
- Drawing or simple project explaining a musical tradition and its importance

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide opportunities for students to experience and create music kinesthetically (melody, rhythm, form, dynamics).
- Rhythmic activities to include basic steady beat and more complex rhythmic phrases.
- Provide opportunities for students to improvise rhythmic and melodic patterns.
- Utilize technology to enhance instruction and generate opportunities for students to create.
- Use listening or video examples to assist students with their understanding of musical concepts pertaining to other cultures.

Instructional Strategies:

- Individual and group observation of singing, moving, and playing instruments with music of different cultures.
- Formative assessments that demonstrate a students' understanding of music concepts.
- Games reinforcing understanding of music from other cultures.

Differentiation/Intervention/Enrichment Options:

Differentiation

- Provide visual aids, picture cues, and movement demonstrations.
- Offer varied ways for students to respond (singing, movement, drawing, speaking).
- Adjust rhythmic and movement activities to match student readiness levels.
- Use partner and small-group activities to support learning.
- Incorporate multicultural literature, videos, and listening examples to build background knowledge.

Enrichment

- Create original rhythmic or melodic patterns inspired by cultural music.
- Serve as student leaders during games, dances, or instrument activities.
- Compare and contrast music from different cultures and traditions.

Intervention

- Provide additional modeling and guided practice for singing, movement, and instrument skills.
- Simplify rhythmic patterns and focus on steady beat before introducing more complex concepts.
- Use visual supports and repeated listening opportunities.
- Offer small-group instruction and teacher check-ins.
- Provide adapted instruments, movement options, and extra practice opportunities as needed.

For Language Development:

- Pre-teach and review music vocabulary (tradition, culture, rhythm, melody, beat, performance, audience).
- Use visuals, gestures, and picture cards to support music concepts and directions.
- Provide sentence frames
- Encourage partner discussions using music vocabulary.
- Read books and share stories that provide cultural and historical context for musical traditions.
- Model academic language during listening, performing, and reflection activities.
- Provide opportunities for students to describe musical experiences through speaking, drawing, and writing.
- Reinforce vocabulary through songs, chants, movement activities, and repeated exposure.

COURSE RUBRICS:

Perform and Connect:

- Exceeding:
  - Student is a strong, musical leader.
  - Student uses a confident and musical singing voice.
  - Student plays instruments with expression and technical accuracy.
  - Student reads and performs all rhythms with accuracy.
- Meeting:
  - Student cooperatively performs in music class to the best of their ability.
  - Student uses a singing voice to the best of their ability.
  - Student plays instruments with focus.
  - Student reads and performs most rhythms with accuracy.
- Approaching:
  - Student needs reminders to cooperatively perform to the best of their ability.
  - Student benefits from much teacher assistance when playing instruments and reading notation.
- Limited Progress:
  - Student rarely participates in music class performance with cooperation.

Create and Respond:

- Exceeding:
  - Student consistently demonstrates creativity by improvising and composing, vocally and instrumentally.
  - Student consistently contributes creative and musical ideas to class discussions and assignments.
- Meeting:
  - Student improvises and composes to the best of their ability.
  - Student contributes to class discussions and completes assignments to the best of their ability.
- Approaching:
  - Student needs reminders to participate in class activities to the best of their ability.
  - Student benefits from much teacher assistance when making musical decisions.
- Limited Progress
  - Student rarely participates in music class activities.

CENTRAL BUCKS
SCHOOL DISTRICT

General Music, Grade 3

Course Level: All students

Grade: 3

Time/Credit: 40 minutes, once per 5-day rotation

Development Date: **2025 - 2026**

School Board Revision Date: 11/5/2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Central Bucks School District

Teaching and Learning Principles

Elementary General Music Mission Statement:

The Central Bucks elementary music department inspires student musicians to create, collaborate, perform, and make musical connections with the world around them.

- The curriculum comprises a balanced and sequential program of singing, playing instruments, listening to music, improvising and composing music, and moving to music consistent with the state and national standards.
- The music program provides the foundation for a sequential music program in middle school.
- Technology is used when it appropriately enhances music learning at this level.
- Student learning experiences may include the use of technology for creating, performing, responding, and connecting to music.
- General Music instruction includes at least two of the following: recorder, fretted instruments, keyboard instruments, electronic instruments, instruments representing various cultures.
- The repertoire taught includes music representing diverse genres and styles from various periods and cultures.
- All students are capable of progress and creative development in music where learning environments are established.
- High expectations, along with support from teachers, parents and administrators, are necessary to foster and motivate a musicians' achievement.
- Music learning is most effective when differences in the learners' prior knowledge, interests and strengths are accommodated.
- Through listening, music students must be taught how to self-reflect, self-assess, and use feedback in order to maximize their learning potential.
- The music student recognizes and understands links between new learning and its correlation with other disciplines.

Central Bucks School District

Enduring Understandings

Students will understand that:

Music can be experienced as a performer, producer and/or listener.

Lifelong experiences in music are enriched with a greater understanding in each of these experiential domains.

Central Bucks School District

Essential Questions

Why Music?

What is necessary to meaningfully experience and/or express music throughout one's life?

Central Bucks School District – Course of Study

Course Overview

Course Description:

Every student in kindergarten through grade five receives one forty-minute period of General Music instruction every rotation. In this course, musical concepts are spiraled in which music material is presented in a sequence that follows the child's natural ability at various stages of growth; giving students multiple opportunities to grasp and enhance their understanding of elements like rhythm and melody. Students may demonstrate their understanding of these concepts through musical performance, project-based learning activities, and a wide variety of interesting and challenging experiences that present music as a means for self-expression and enjoyment. Teachers will also use technology to enrich various experiences within the scope and sequence of the general music curriculum.

The PMEA framework is centered around four learning pillars: Creating, Performing, Responding and Connecting. In addition, elementary music teachers have access to electronic keyboards and iPad technology which serve to enhance the curricular content; giving all students the opportunity to be inspired to create, collaborate, perform and make musical connections to the world around them.

Prerequisite: none

Committee Members: Elementary General Music Teachers

Assessment Design:

Teachers of this course will abide by the expectations set forth from the Teaching and Learning Team for summative and formative assessment practices as well as composition of the gradebook.

Teachers create authentic assessments that reflect student understanding of the conceptual knowledge that exists within the curricular framework: *Creating, Performing, Responding, Connecting.* The structure of said assessments may be formative or summative in nature.

Students will show an understanding of the curricular content via formative and summative assessments. Additionally, such assessments align with the following learning pillars: *Creating, Performing, Responding, Connecting.* Students may be assessed in a large group, small group or individually depending on the learning objective.

Rubrics based on the grade indicators will be implemented. Both formative and summative assessment will be used, depending upon the skills being assessed.

Evaluations may include teacher observation/evaluation and professional reflection.

Pacing Guide: General Music, Grade 3

Content: *Curriculum is iterative, scaffolded and the instructional design is cyclical*	Days
Unit 1 – Creating	**9**
Create and improvise grade-level appropriate melodies and short songs using instruments and notation	6.5
Create and improvise grade-level appropriate rhythms using instruments and notation.	
Create grade level rhythms including: quarter note/rest, whole note/rest, eight note/ rests.	
Improvise and choreograph movement to demonstrate form, phrasing, dynamics, tempo, meter, etc.	
Practice musical form through movement, expression, and/or performance	
Intervention and Enrichment	.5
Demonstrate musical expression through a variety of media	1.5
Assessment F/S	.5
Unit 2 - Performing	**13**
Understand and demonstrate simple meter and time signature through movement and playing instruments.	6
Perform grade level rhythms including quarter note/rest, whole note/rest, eight note/ rests, 16th and tied notes	
Introduce singing in harmony using partner songs, canons, and rounds.	
Read and perform simple diatonic melodic patterns and short songs through singing and playing instruments	
Accompany songs using a simple rhythmic or melodic ostinato	
Intervention and Enrichment	.5
Perform grade-level appropriate songs through singing, dancing, and playing instruments	5.5
Use music resources and manipulatives to apply knowledge through musical performance	
Use piano keyboard labs to reinforce music literacy and performance	
Assessment: F/S	1
Unit 3 – Responding	**8**
Listen to and discuss music of different genres, composers, styles, cultures, etc.	2
Respond to music through movement and expression.	4.5
Identify and define tempo, dynamics, pitch, melody, beat, rhythm and basic time signature	
Identify and read melodic movement; introduce intervals; introduce articulation (staccato, legato, accent)	
Incorporate musical symbols (repeat signs, multiple endings)	
Analyze form, timbre and incorporate the study of string, brass, percussion, and woodwind families	
Intervention/Enrichment	1
Assessment: F/S	.5
Unit 4 – Connecting	**6**
Use music as a connection to different styles and cultures through analysis, performance, etc.	3.5
Sing and perform with, and for the school community	
Continue to explore the instrument families, as well as instruments from around the world	
Connect music to local, national, and world communities Seek out cross-curricular connections	
Use melodic instruments like recorders, keyboards, to develop performance, note reading, and basic ensemble skills	
Sing and perform seasonal, holiday, folk, multi-cultural music	2.5

Sing and perform music of a variety of styles, genres, and cultures	
TOTAL INSTRUCTION DAYS	**36**

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Supplemental Course Materials

- At least one General Music teacher is available for, and is deemed the lead music teacher at that school
- Every room in which music is taught has convenient access to an assortment of pitched and non-pitched instruments of good quality for classroom use and appropriate to the developmental level of the students, including electronic instruments.
- Tablet devices may be provided for use as a supplemental musical instrument, but not as a replacement of an acoustic instrument.
- Every teacher has convenient access to sound recordings and supplemental repertoire representing a wide variety of music styles and cultures.
- Every room in which music is taught has equipment that uses current technology for making sound recordings and for listening to recordings, both in a group and with headphones so as not to disturb others. At least some of the equipment can be operated by the children.
- Teachers have quality clear touch panels and/or interactive boards.
- Tablet devices for the children on a one-to-one or one-to-two ratio (supplemental, as needed)
- The grades K-5 program has access to a dedicated room for General Music, large enough to accommodate the largest group taught and to provide ample space for physical movement.
- Storage space is available for instruments, equipment, and instructional materials. In the grades K-5 program, this space is within or adjacent to the general music classroom.

Central Bucks School District – Course of Study – General Music, Grade 3

Unit 1 – Creating - conceiving and developing new artistic ideas and work

Desired Results:

Essential Questions:

- How are patterns arranged to make music?
- Who can create music?
- How can music notation allow musicians to share ideas?

Enduring Understandings:

Students will understand that…

- Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their own experiences and skills to create
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of a work is the culmination of a process of creation and communication

Knowledge:

Students will know…

- Music is a culmination of generating and conceptualizing artistic ideas and work
- Musical ideas are derived from organizing and developing artistic ideas and work
- Music is a creative process involving evaluating and refining to complete an artistic work

Skills:

Students will be able to…

- Identify, create, and perform various melodic and rhythmic patterns
- Improvise melodic and rhythmic patterns
- Understand and utilize dynamics to create expression in their music
- Improvise movements in response to musical elements

Standards:

Priority:

- 9.1.3A Know and use the elements and principles of music to create works (duration, pitch, melody, pitch, timbre)
- 9.1.3.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.4.3B Know how to communicate an informed individual opinion about the meaning of a song

Acceptable Evidence:

Performance Tasks –

- Students will use movement to show an understanding of melody, rhythm, and expression

- Students will use classroom instruments to improvise and create melodies and rhythms
- Students will utilize technology (supplemental) to create musical arrangements and compositions
- Students will use classroom instruments to compose melodies

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
- Individual and group observation of improvised movement
- Individual and group observation of improvised or composed melodic and rhythmic performance
- Games reinforcing rhythmic or melodic creation

Summative Assessment
- Summative assessments based on melodic, rhythmic, and expressive concepts
- Collecting and saving artifacts based on technology tools that affirm and/or enhance the students' understanding of music concepts

Suggested Learning Experiences and Instruction

Learning Experiences:
- Individual and/or group participation with improvised movement activities
- Individual and/or group participation with improvised or composed rhythmic and melodic concepts
- Games and/or activities reinforcing rhythmic or melodic creation

Instructional Strategies:
- Provide opportunities for students to experience and create music kinesthetically (melody, rhythm, form, dynamics)
- Differentiate rhythmic activities to include basic steady beat and more complex rhythmic phrases
- Provide opportunities for students to improvise rhythmic and melodic patterns
- Utilize technology tools to enhance instruction and generate opportunities for students to create
- Use listening examples to assist students with their understanding of musical concepts like melody, rhythm, form and expression

Differentiation/Intervention/Enrichment Options:

Differentiation:
- Provide visual supports such as rhythm icons, melodic contour cards, and picture cues
- Allow students to show understanding through movement, singing, playing instruments, drawing, or technology
- Use teacher modeling and peer partnerships during improvisation and composition activities

Intervention:
- Work in small groups to practice steady beat, echo rhythms, and simple melodic patterns
- Use manipulatives like rhythm blocks to help demonstrate understanding of rhythmic concepts.
- Reduce task complexity by having students create 2-beat rhythms or use only two pitches before expanding
- Provide sentence stems and visual cues to support musical vocabulary and reflection

Enrichment:
- Challenge students to create multi-measure rhythmic or melodic patterns and demonstrate use of barlines
- Have students revise their compositions after receiving peer feedback and explain their changes
- Encourage students to combine rhythm, melody, and movement into a short original performance

For Language Development:

- Consistently use visual vocabulary cards for key terms such as high, low, long, short, rhythm, melody, tempo, and instrument
- Provide sentence frames that include familiar vocabulary (high/low, long/short)
- Model directions and musical tasks with gestures, pictures, and demonstrations before expecting independent work
- Encourage students to respond through movement, drawing, or performance when verbal language is still developing

Central Bucks School District – Course of Study – General Music, Grade 3

Unit 2 – Performing - Realizing artistic ideas and work through interpretation and presentation

Desired Results:

Essential Questions:

- How do musicians improve their skills?
- How can music notation allow people to share ideas?
- How do people determine the quality of musical works?

Enduring Understandings:

Students will understand that…

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance, influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performances.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas… musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures.

Knowledge:

Students will know…

- How to read and notate grade-level appropriate rhythms and melodies.
- How to perform grade-level appropriate rhythms and melodies.
- How to develop and refine a musical performance through rehearsal.

Skills:

Students will be able to…

- Read and perform rhythms and melodies.
- Perform rhythms and melodies using voices and instruments.
- Evaluate musical works in a simple, grade-level appropriate way.
- Understand how the rehearsal process affects performance.

Standards:

Priority:

- 9.1.3A Know and use the elements and principles of how to create works (duration, pitch, melody, pitch, timbre)
- 9.1.3.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3. E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts
- 9.1.3. G Recognize the function of rehearsals and practice sessions
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.1.3.D Use knowledge of varied styles within each art form through performance
- 9.1.3. J Know and use both traditional and contemporary technologies

Acceptable Evidence:

Performance Tasks –

- Students identify and read grade-level appropriate notation patterns.
- Students accurately perform grade-level appropriate rhythms and melodies by clapping, chanting, singing, playing instruments, etc.
- Students rehearse to enhance performance quality and develop technique.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Students identify and read grade-level appropriate notation (teacher observation and feedback)
- Students accurately perform grade-level appropriate rhythms and melodies by clapping, chanting, singing, playing instruments, etc. (teacher observation and feedback)
- Rhythm & Melody Read-Aloud Check: Students identify and perform short rhythmic or melodic patterns from notation cards.
- Echo Performance Activity: Students echo-clap, echo-chant, or echo-sing patterns, allowing the teacher to assess accuracy and steady beat.
- Movement Response Assessment: Students use movement to demonstrate understanding of musical concepts such as fast/slow, high/low, and sound/silence.

Summative Assessment

- Notation Reading Performance: Students accurately read and perform grade-level rhythmic and melodic patterns using clapping, chanting, singing, or instruments.
- Performance Task: Students perform a prepared song or musical selection demonstrating correct rhythm, melody, expression, etc.
- Musical Vocabulary Assessment: Students identify and describe basic musical concepts (high/low, fast/slow, sound/silence, rhythm, melody) using appropriate vocabulary and examples.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Individual or small group performances
- In-class movement, singing, and playing activities

Instructional Strategies:

- Increase use of the piano keyboard lab and other classroom instruments.
- Provide opportunities for small groups and individual performances in the classroom setting.
- Provide opportunities for performances for audiences outside of the classroom.

Differentiation/Intervention/Enrichment Options:

Differentiation:

- Provide visual supports such as rhythm cards, icons, and melodic contour visuals to reinforce notation concepts.
- Allow students to demonstrate understanding through multiple modalities (clapping, singing, playing instruments, movement, or drawing).
- Use flexible grouping and peer partners during performance and notation activities.

Intervention:

- Meet with small groups to practice identifying and performing simple rhythm and melody patterns with teacher support.
- Simplify notation tasks by focusing on shorter patterns or fewer musical elements at a time.
- Provide guided practice with repeated modeling, echo-clapping, echo-singing, and verbal prompts.

Enrichment:

- Challenge students to notate and perform longer or more complex rhythmic and melodic patterns.
- Students compare two musical performances and explain differences using musical vocabulary.
- Encourage students to create a short performance that includes singing, movement, and instruments.

For Language Development:

- Model directions and expectations using demonstrations rather than relying solely on verbal explanations.
- Pair students with supportive peers during notation reading, rehearsals, and discussions.
- Allow students to demonstrate understanding through clapping, singing, movement, drawing, or pointing to visual choices before requiring verbal responses.
- Use picture cues, anchor charts, and word walls to support vocabulary development throughout the unit.

Unit 3 – Responding: Understanding and evaluating how the arts convey meaning

Desired Results:

Essential Questions:

- How is music used to pass on traditions?
- How do people talk about music?

Enduring Understandings:

Students will understand that…

- Individuals' selection of musical works is influenced by their interests, experiences, understanding, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances are informed by analysis, interpretation, and established criteria.

Knowledge:

Students will know…

- How to perceive and analyze artistic work.
- How to interpret intent and meaning in artistic work.
- How to apply criteria to evaluate artistic work.

Skills:

Students will be able to…

- Identify musical traditions in culture.
- Use a basic vocabulary of artistic criticism to musical works.
- Articulate personal opinions of musical works using appropriate vocabulary.

Standards:

Priority:

- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.I Identify arts events that take place in schools and communities
- 9.2.3.A Explain the historical, cultural and social context of an individual work
- 9.3.3.B Know that works can be described by using musical concepts (e.g. dynamics, tempo, texture, etc.)
- 9.3.3.F Know how to recognize and identify similar and different characteristics among musical works

Supporting:

- 9.2.3.K Identify, explain, and analyze historical and cultural difference as they relate to musical works
- 9.2.3.G Relate musical works to geographic regions

Acceptable Evidence:

Performance Tasks –

- Students perform folk songs from various cultures through singing, performing, chanting, and moving
- Students discuss the musical traditions of different cultures
- Students evaluate and discuss musical works using grade level appropriate music vocabulary

- Students share their feelings and opinions about different songs and recognize their differences and similarities

Acceptable evidence of learning other than Performance Tasks:
Formative Assessment

- Student-created visual interpretations of songs using pictures and movement.
- Think-Pair-Share Discussions
  After listening to a song, students discuss:
    - What did you hear?
    - How did the music make you feel?
    - What musical elements did you notice?

  Music Comparison Activity
    - Students listen to two songs from different cultures and identify one similarity and one difference using vocabulary such as *tempo, melody,* or *rhythm*.

  Observation During Folk Song Activities
    - Teachers observe students sing, move, or perform folk songs to assess participation and understanding of cultural traditions.

Summative Assessment:

Cultural Music Performance
- Students perform a folk song through singing, movement, chanting, or instruments and identify the culture or tradition associated with the piece.

Music Response Task
- After listening to a musical selection, students describe the music using grade-level vocabulary and explain how it might be used to pass on traditions.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Listen to a song and use visual picture cards to identify the feeling, story, or tradition represented in the music.
- Create a music story map where students use pictures, symbols, or drawings to represent how a piece of music tells a story or expresses a feeling.
- Watch or listen to two performances and discuss similarities and differences using vocabulary such as *tempo, rhythm,* and *melody*.
- Students discuss what they liked about a musical example and explain their opinions using a teacher-provided sentence stem.
- In small groups, students create simple movements that match the character or mood of a piece of music and perform for classmates.
- Students sing, move to, or accompany a folk song from a specific culture and share one thing they learned about its tradition.
- After individual or small-group performances, students identify one strength of the performance using class-generated criteria.

Instructional Strategies:

- Use visual tools to help students create music that conveys meaning or tells a story
- Use audio and video recordings to assist with musical understanding and evaluation
- Encourage student discussion and collaboration to share ideas and opinions
- Provide opportunities for small groups and individual performances in the classroom setting that demonstrate how a student responds to music

Differentiation/Intervention/Enrichment Options:

Differentiation

- Provide visual support such as maps, photos, instruments, cultural artifacts, and vocabulary cards when introducing music from different traditions.
- Allow students to demonstrate understanding through singing, movement, drawing, discussion, or simple written responses.
- Use partner and small-group activities to support musical discussions and cultural comparisons.

Intervention

- Pre-teach key vocabulary (e.g., *tradition, culture, rhythm, melody, tempo*) using pictures and examples.
- Focus on identifying one musical element at a time when listening to and discussing music.
- Provide sentence stems to ignite discussion
- Use music listening maps to help students describe form, instrumentation, etc.

Enrichment

- Students compare musical traditions from multiple cultures and identify similarities and differences.
- Encourage students to research or share a musical tradition from their family or community.

For Language Development:

- Use visuals, gestures, and real-world examples to teach vocabulary related to culture, traditions, and musical elements.
- Allow students to respond through drawing, movement, pointing, or performance before requiring extended verbal responses.
- Maintain a music word wall with pictures and key vocabulary that students can reference during activities and discussions.

Unit 4 – Connecting - Relating artistic ideas and work with personal meaning and context

Desired Results:

Essential Questions:

- How are musical traditions a part of culture?
- How do people talk about the quality of musical works?

Enduring Understandings:

Students will understand that…

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians in creating, performing, and responding.

Knowledge:

Students will know…

- Musicians synthesize and relate knowledge and experiences to make art.
- Musicians relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Skills:

Students will be able to…

- Identify musical traditions of various cultures
- Use basic vocabulary of artistic criticism to discuss the quality of musical works
- Articulate personal opinions of musical works using appropriate vocabulary

Standards:

Priority:

- 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works
- 9.2.3.A Explain the historical, cultural and social context of an individual work in the arts
- 9.1.3.E Demonstrate the ability to express emotion or relate an experience through creation of works in the arts
- 9.1.3.J Identify arts events that take place in schools and in communities

Supporting:

- 9.2.3.B Relate works in the arts chronologically to historical events
- 9.2.3.C Relate works in the arts to varying styles and genre and to the periods in which they were created

Acceptable Evidence:

Performance Tasks –

- Students will sing songs from different cultures and learn about the music and purpose.
- Students will use movement and game activities to make connections to various cultures.
- Students will use instruments from different countries to accompany their singing or recorded music.
- Students will use their school song to make connections to their school community.
- Students will sing, move, listen to, and play instruments with music of various cultures.
- Students will use guided listening activities to make their own connections with a variety of types of music.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Teacher observation checklists during singing, movement, and instrument activities
- Individual and group observation of singing, moving, and playing instruments with music of different cultures
- Guided listening responses (discussion, drawing, or sharing connections)
- Turn-and-talk discussions about traditions and opinions in music
- School song performance with explanation of its connection to the school community
- Games reinforcing understanding of musical concepts and music from other cultures

Summative Assessment

- Performance of a cultural song, game, dance, or instrument accompaniment
- Guided listening assessment identifying sound, silence, and the purpose of music
- Drawing or project explaining a musical tradition and its importance

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide opportunities for students to experience music kinesthetically (melody, rhythm, form, dynamics)
- Rhythmic activities to include basic steady beat and more complex rhythmic phrases
- Use listening or video examples to assist students with their understanding of musical concepts pertaining to other cultures
- Use books to help provide students with more context when learning music of different cultures and styles

Instructional Strategies:

- Individual and group observation of singing, moving, and playing instruments with music of different cultures
- Formative assessments that demonstrate a students' understanding of music concepts
- Games reinforcing understanding of music from other cultures

Differentiation/Intervention/Enrichment Options:

Differentiation

- Provide visual aids, picture cues, and movement demonstrations.
- Offer varied ways for students to respond (singing, movement, drawing, speaking).
- Adjust rhythmic and movement activities to match student readiness levels.
- Use partner and small-group activities to support learning.
- Incorporate multicultural literature, videos, and listening examples to build background knowledge.

Enrichment

- Create original rhythmic or melodic patterns inspired by cultural music.
- Serve as student leaders during games, dances, or instrument activities.
- Compare and contrast music from different cultures and traditions.

Intervention

- Provide additional modeling and guided practice for singing, movement, and instrument skills.
- Simplify rhythmic patterns and focus on steady beat before introducing more complex concepts.
- Use visual supports and repeated listening opportunities.
- Offer small-group instruction and teacher check-ins.
- Provide adapted instruments, movement options, and extra practice opportunities as needed.

For Language Development:

- Pre-teach and review music vocabulary (tradition, culture, rhythm, melody, beat, performance, audience).
- Use visuals, gestures, and picture cards to support music concepts and directions.
- Provide sentence frames.
- Encourage partner discussions using music vocabulary.
- Read books and share stories that provide cultural and historical context for musical traditions.

- Model academic language during listening, performing, and reflection activities.
- Provide opportunities for students to describe musical experiences through speaking, drawing, and writing.
- Reinforce vocabulary through songs, chants, movement activities, and repeated exposure.

COURSE RUBRICS:

Perform and Connect:

- Exceeding:
    - Student is a strong, musical leader.
    - Student uses a confident and musical singing voice.
    - Student plays instruments with expression and technical accuracy.
    - Student reads and performs all rhythms with accuracy.
- Meeting:
    - Student cooperatively performs in music class to the best of their ability.
    - Student uses a singing voice to the best of their ability.
    - Student plays instruments with focus.
    - Student reads and performs most rhythms with accuracy.
- Approaching:
    - Student needs reminders to cooperatively perform to the best of their ability.
    - Student benefits from much teacher assistance when playing instruments and reading notation.
- Limited Progress:
    - Student rarely participates in music class performance with cooperation.

Create and Respond:

- Exceeding:
    - Student consistently demonstrates creativity by improvising and composing, vocally and instrumentally.
    - Student consistently contributes creative and musical ideas to class discussions and assignments.
- Meeting:
    - Student improvises and composes to the best of their ability.
    - Student contributes to class discussions and completes assignments to the best of their ability.
- Approaching:
    - Student needs reminders to participate in class activities to the best of their ability.
    - Student benefits from much teacher assistance when making musical decisions.
- Limited Progress
    - Student rarely participates in music class activities.

CENTRAL BUCKS
SCHOOL DISTRICT

General Music, Grade 4

Course Level: All students

Grade: 4

Time/Credit: 40 minutes, once per 5-day rotation

Development Date: 2025 - 2026

School Board Revision Date: 11/5/2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Central Bucks School District

Teaching and Learning Principles

Elementary General Music Mission Statement:

The Central Bucks elementary music department inspires student musicians to create, collaborate, perform, and make musical connections with the world around them.

- The curriculum comprises a balanced and sequential program of singing, playing instruments, listening to music, improvising and composing music, and moving to music consistent with the state and national standards.
- The music program provides the foundation for a sequential music program in middle school.
- Technology is used when it appropriately enhances music learning at this level.
- Student learning experiences may include the use of technology for creating, performing, responding, and connecting to music.
- General Music instruction includes at least two of the following: recorder, fretted instruments, keyboard instruments, electronic instruments, instruments representing various cultures.
- The repertoire taught includes music representing diverse genres and styles from various periods and cultures.
- All students are capable of progress and creative development in music where learning environments are established.
- High expectations, along with support from teachers, parents and administrators, are necessary to foster and motivate a musicians' achievement.
- Music learning is most effective when differences in the learners' prior knowledge, interests and strengths are accommodated.
- Through listening, music students must be taught how to self-reflect, self-assess, and use feedback in order to maximize their learning potential.
- The music student recognizes and understands links between new learning and its correlation with other disciplines.

Central Bucks School District

Enduring Understandings

Students will understand that:

Music can be experienced as a performer, producer and/or listener.

Lifelong experiences in music are enriched with a greater understanding in each of these experiential domains.

Central Bucks School District

Essential Questions

Why Music?

What is necessary to meaningfully experience and/or express music throughout one's life?

Central Bucks School District – Course of Study
Course Overview

Course Description:

Every student in kindergarten through grade five receives one forty-minute period of General Music instruction every rotation. In this course, musical concepts are spiraled in which music material is presented in a sequence that follows the child's natural ability at various stages of growth; giving students multiple opportunities to grasp and enhance their understanding of elements like rhythm and melody. Students may demonstrate their understanding of these concepts through musical performance, project-based learning activities, and a wide variety of interesting and challenging experiences that present music as a means for self-expression and enjoyment. Teachers will also use technology to enrich various experiences within the scope and sequence of the general music curriculum.

The PMEA framework is centered around four learning pillars: Creating, Performing, Responding and Connecting. In addition, elementary music teachers have access to electronic keyboards and iPad technology which serve to enhance the curricular content; giving all students the opportunity to be inspired to create, collaborate, perform and make musical connections to the world around them.

Prerequisite: none

Committee Members: Elementary General Music Teachers

Assessment Design:

Teachers of this course will abide by the expectations set forth from the Teaching and Learning Team for summative and formative assessment practices as well as composition of the gradebook.

Teachers create authentic assessments that reflect student understanding of the conceptual knowledge that exists within the curricular framework: *Creating, Performing, Responding, Connecting.* The structure of said assessments may be formative or summative in nature.

Students will show an understanding of the curricular content via formative and summative assessments. Additionally, such assessments align with the following learning pillars: *Creating, Performing, Responding, Connecting.* Students may be assessed in a large group, small group or individually depending on the learning objective.

Rubrics based on the grade indicators will be implemented. Both formative and summative assessment will be used, depending upon the skills being assessed.

Evaluations may include teacher observation/evaluation and professional reflection.

Pacing Guide: General Music, Grade 4

Content: ***Curriculum is iterative, scaffolded and the instructional design is cyclical***	**Days**
Unit 1 – Creating	**7**
Compose and improvise grade-level appropriate melodies and short songs using instruments and notation (including syncopation, 8th/16th combo rhythms and ties)	6
Compose and improvise grade-level appropriate rhythms using instruments and notation.	
Demonstrate musical expression through a variety of media (visuals, audio, etc.)	
Improvise and choreograph movement to demonstrate form, phrasing, dynamics, tempo, meter, etc.	
Practice musical form through movement, expression, and/or performance	
Intervention and Enrichment	.5
Assessment F/S	.5
Unit 2 - Performing	**15**
Understand and demonstrate duple and triple meter and time signature through movement and playing instruments.	8
Read, write, and perform grade level rhythms including dotted quarter note and 8th notes, 16th notes combinations, ties, and syncopated rhythms	
Introduce singing in harmony using partner songs, canons, and rounds.	
Read and perform simple diatonic melodic patterns and short songs through singing and playing instruments	
Accompany songs using a simple rhythmic or melodic ostinato	
Intervention and Enrichment	.5
Perform grade-level appropriate songs through singing, dancing, and playing instruments	6
Introduce and reinforce rhythmic (numeric counting)	
Use piano keyboard labs, ukulele to reinforce music literacy and ensemble performance	
Assessment: F/S	.5
Unit 3 – Responding	**9**
Listen to and discuss music of different genres, composers, styles, cultures, instrumentation, etc.	3
Respond to music through movement and expression, and a variety of media	4.5
Demonstrate knowledge of tempo, dynamics, pitch, melody, beat, rhythm, and meter	
Identify and read melodic movement; introduce intervals; introduce articulation (staccato, legato, accent) Continue development of solfiege (full diatonic major scale)	
Read and understand musical symbols (repeat signs, multiple endings)	
Distinguish characteristics of string, brass, percussion, and woodwind families/instruments	
Intervention/Enrichment	1
Assessment: F/S	.5
Unit 4 – Connecting	**5**
Connect with different styles and cultures through classroom discussion, analysis, evaluation, and performance	5
Sing and perform music of a variety of styles, genres, eras, and cultures	
Continue to review and explore the instrument families, as well as instruments from around the world	
Sing and perform music of a variety of styles, genres, and cultures	
Assessment: F/S	

TOTAL INSTRUCTION DAYS	36

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their peers.

Required Texts and Supplemental Course Materials

- At least one General Music teacher is available for, and is deemed the lead music teacher at that school
- Every room in which music is taught has convenient access to an assortment of pitched and non-pitched instruments of good quality for classroom use and appropriate to the developmental level of the students, including electronic instruments.
- Tablet devices may be provided for use as a supplemental musical instrument, but not as a replacement of an acoustic instrument.
- Every teacher has convenient access to sound recordings and supplemental repertoire representing a wide variety of music styles and cultures.
- Every room in which music is taught has equipment that uses current technology for making sound recordings and for listening to recordings, both in a group and with headphones so as not to disturb others. At least some of the equipment can be operated by the children.
- Teachers have quality clear touch panels and/or interactive boards.
- Tablet devices for the children on a one-to-one or one-to-two ratio (supplemental, as needed)
- The grades K-5 program has access to a dedicated room for General Music, large enough to accommodate the largest group taught and to provide ample space for physical movement.
- Storage space is available for instruments, equipment, and instructional materials. In the grades K-5 program, this space is within or adjacent to the general music classroom.

Central Bucks School District – Course of Study – General Music, Grade 4

Unit 1 – Creating - conceiving and developing new artistic ideas and work

Desired Results:

Essential Questions:

- How does music sound when it is performed by a different group?
- How can composers use themes and ideas to affect the way audiences experience their work?

Enduring Understandings:

Students will understand that…

- Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their own experiences and skills to create
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of a work is the culmination of a process of creation and communication

Knowledge:

Students will know…

- Music is a culmination of generating and conceptualizing artistic ideas and work
- Musical ideas are derived from organizing and developing artistic ideas and work
- Music is a creative process involving evaluating and refining to complete an artistic work

Skills:

Students will be able to…

- Identify, create, and perform various melodic patterns
- Identify, create, and perform various rhythmic patterns
- Improvise various melodic and rhythmic patterns
- Write original lyrics within given conceptual and musical parameters
- Compose and/or arrange music

Standards:

Priority:

- 9.1.5A Know and use the elements and principles of music to create works (duration, pitch, melody, pitch, timbre)
- 9.1.3.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.4.3B Know how to communicate an informed individual opinion about the meaning of a song
- 9.1.5 G Recognize the function and benefits of rehearsals and practice session
- 9.1.5 E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works

Acceptable Evidence:

Performance Tasks –

- Students will use movement to show an understanding of melody, rhythm, and expression
- Students will use classroom instruments to improvise and create melodies and rhythms
- Students will utilize technology (supplemental) to create simple melodic contours
- Students may create original lyrics, within given conceptual and musical parameters, to show an understanding of rhythmic and expressive concepts
- Students will use various choral techniques and experiences to demonstrate an understand of musical concepts

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Individual and group observation of improvised movement
- Individual and group observation of improvised or composed melodic and rhythmic performance
- Games reinforcing rhythmic or melodic creation

Summative Assessment

- Summative assessments based on melodic, rhythmic, and expressive concepts
- Collecting and saving artifacts based on technology tools that affirm and/or enhance the students' understanding of music concepts

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide opportunities for students to experience and create music kinesthetically (melody, rhythm, form, dynamics).
- Provide opportunities for students to improvise rhythmic and melodic patterns.
- Utilize technology to enhance instruction and generate opportunities for students to create.

Instructional Strategies:

- Provide opportunities for students to experience and create music kinesthetically (melody, rhythm, form, dynamics).
- Differentiate rhythmic activities to include basic steady beat and more complex rhythmic phrases.
- Provide opportunities for students to improvise rhythmic and melodic patterns.
- Utilize technology tools to enhance instruction and generate opportunities for students to create.
- Use listening examples to assist students with their understanding of musical concepts like melody, rhythm, form and expression.

Differentiation/Intervention/Enrichment Options:

Differentiation:

- Provide visual supports such as rhythm icons, melodic contour cards, and picture cues.
- Use rhythmic activities to include basic steady beat and more complex rhythmic phrases.
- Allow students to show understanding through movement, singing, playing instruments, drawing, or technology.
- Use teacher modeling and peer partnerships during improvisation and composition activities.

Intervention:

- Work in small groups to practice steady beat, echo rhythms, and simple melodic patterns.
- Use manipulatives to help demonstrate understanding of rhythmic or melodic concepts.
- Reduce task complexity by having students rehearse rhythms and/or melody in chunks.
- Provide sentence stems and visual cues to support musical vocabulary and reflection.

Enrichment:

- Challenge students to create multi-measure rhythmic or melodic patterns and demonstrate use of barlines and/or employing different time signatures, form, etc.
- Have students revise their compositions after receiving peer feedback and explain their changes.
- Encourage students to combine rhythm, melody, and movement into a short original performance.

For Language Development:

- Consistently use visual vocabulary cards for key terms such as high, low, long, short, rhythm, melody, tempo, and instrument.
- Provide sentence frames that include familiar vocabulary (high/low, long/short).
- Model directions and musical tasks with gestures, pictures, and demonstrations before expecting independent work.
- Encourage students to respond through movement, drawing, or performance when verbal language is still developing.

Central Bucks School District – Course of Study – General Music, Grade 4

Unit 2 – Performing - Realizing artistic ideas and work through interpretation and presentation

Desired Results:

Essential Questions:

- How do musicians improve their skills?
- How can music notation allow people to share ideas?
- How do people determine the quality of musical works?
- How does music sound when it is performed by a different group?

Enduring Understandings:

Students will understand that…

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance, influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performances.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas… musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures.

Knowledge:

Students will know…

- How to read and notate grade-level appropriate rhythms and melodies with precision.
- How to perform grade-level appropriate rhythms and melodies.
- How to develop and refine a musical performance through rehearsal.
- How to use musical expression (dynamics, articulation, mood, etc.) to convey meaning in a performance.

Skills:

Students will be able to…

- Read and perform rhythms and melodies.
- Perform rhythms and melodies using voices and instruments.
- Evaluate musical works in a simple, grade-level appropriate way.
- Understand how the rehearsal process affects performance.
- Make musical choices and explain how those choices affect performance.

Standards:

<u>Priority:</u>

- 9.1.5.A Know and use the elements and principles of how to create works (duration, pitch, melody, pitch, timbre)
- 9.1.3.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3. E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts
- 9.1.3. G Recognize the function of rehearsals and practice sessions
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.1.3. K Know and use both traditional and contemporary technologies for furthering understanding in the humanities

Acceptable Evidence:

Performance Tasks –

- Students identify and read grade-level appropriate notation patterns.
- Students accurately perform grade-level appropriate rhythms and melodies by clapping, chanting, singing, playing instruments, etc.
- Students rehearse to enhance performance quality and develop technique.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Students identify and read grade-level appropriate musical notation (teacher observation and feedback)
- Students accurately perform grade-level appropriate rhythms and melodies by clapping, chanting, singing, playing instruments, etc. (teacher observation and feedback)
- Echo Performance Activity: Students echo-clap, echo-chant, or echo-sing patterns, allowing the teacher to assess accuracy and steady beat
- Movement Response Assessment: Students use movement to demonstrate understanding of musical concepts

Summative Assessment

- Notation Reading Performance: Students accurately read and perform grade-level rhythmic and melodic patterns using clapping, chanting, singing, or instruments.
- Performance Task: Students perform a prepared song or musical selection demonstrating correct rhythm, melody, expression, etc.
- Musical Vocabulary Assessment: Students identify and describe basic musical concepts using appropriate vocabulary and examples.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Individual or small group performances
- In-class movement, singing, and performing activities

Instructional Strategies:

- Increase use of the piano keyboard lab and other classroom instruments.
- Provide opportunities for small groups and individual performances in the classroom setting.

Differentiation/Intervention/Enrichment Options:

Differentiation:

- Provide visual supports such as rhythm cards, icons, and melodic contour visuals to reinforce notation concepts.
- Allow students to demonstrate understanding through multiple modalities (clapping, singing, playing instruments, movement, or drawing).
- Use flexible grouping and peer partners during performance and notation activities.

Intervention:

- Meet in small groups to practice identifying and performing simple rhythm and melody patterns with teacher support.

- Simplify notation tasks by focusing on shorter patterns or fewer musical elements at a time.
- Provide guided practice with repeated modeling, echo-clapping, echo-singing, and verbal prompts.

Enrichment:

- Challenge students to notate and perform longer or more complex rhythmic and melodic patterns.
- Encourage students to create, notate, and perform a short performance that includes singing, movement, and/or instruments.

For Language Development:

- Model directions and expectations using demonstrations rather than relying solely on verbal explanations.
- Pair students with supportive peers during notation reading, rehearsals, and discussions.
- Allow students to demonstrate understanding through clapping, singing, movement, drawing, or pointing to visual choices before requiring verbal responses.
- Use picture cues, anchor charts, and word walls to support vocabulary development throughout the unit.

Central Bucks School District – Course of Study – General Music, Grade 4

Unit 3 – Responding: Understanding and evaluating how the arts convey meaning

Desired Results:

Essential Questions:

- How can music tell a story?
- Why does music from one culture or time-period often exhibit similar characteristics?
- How do people use different models of artistic criticism to determine the quality of musical works?
- How can composers use themes and ideas to affect the way audiences experience their work?

Enduring Understandings:

Students will understand that…

- Individuals' selection of musical works is influenced by their interests, experiences, understanding, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances are informed by analysis, interpretation, and established criteria.

Knowledge:

Students will know…

- How to perceive and analyze artistic work.
- How to interpret intent and meaning in artistic work.
- How to apply criteria to evaluate artistic work.

Skills:

Students will be able to…

- Perform and describe music that tells a story.
- Categorize musical works based on elements that are common to the work's historical and cultural context.
- Read, discuss, and respond to different examples of artistic criticism.
- Experience music written to communicate different themes and ideas and explain how these themes and ideas affect an audience's perception of the works.

Standards:

Priority:

- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.I Identify arts events that take place in schools and communities
- 9.2.3.D Analyze a musical work from its historical or cultural perspective
- 9.2.3.A Explain the historical, cultural and social context of an individual work
- 9.3.3.B Know that works can be described by using musical concepts (e.g. dynamics, tempo, texture, etc.)
- 9.3.3.F Know how to recognize and identify similar and different characteristics among musical works

Supporting:

- 9.2.3.K Identify, explain, and analyze historical and cultural difference as they relate to musical works
- 9.2.3.G Relate musical works to geographic regions

Acceptable Evidence:

Performance Tasks –

- Students perform folk songs from various cultures through singing, performing, chanting, and moving
- Students discuss the musical traditions of different cultures
- Students read and evaluate artistic criticisms and write their own
- Students evaluate and discuss musical works using grade level appropriate music vocabulary
- Students share their feelings and opinions about different songs and recognize their differences and similarities

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Teacher observation of student performance and/or creation of songs, poems, and dances that convey a certain meaning.
- Student-created visual interpretations of songs using pictures and movement.
- Think-Pair-Share Discussions

  After listening to a song, students discuss:
  - What did you hear?
  - How did the music make you feel?
  - What musical elements did you notice?

  Music Comparison Activity
  - Students listen to two songs from different cultures and identify one similarity and one difference using vocabulary such as *tempo, melody,* or *rhythm*.

Summative Assessment:

Cultural Music Performance
- Students perform a folk song through singing, movement, chanting, or instruments and identify the culture or tradition associated with the piece.

Music Response Task
- After listening to a musical selection, students describe the music using grade-level vocabulary and explain how it might be used to pass on traditions.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Utilize classroom instruments for students to perform various styles of music.
- Create a music story map where students use pictures, symbols, or drawings to represent how a piece of music tells a story or expresses a feeling.
- Watch or listen to two performances and discuss similarities and differences using vocabulary such as *tempo, rhythm,* and *melody*.
- Students discuss what they liked about a musical example and explain their opinions using a teacher-provided sentence stem.

Instructional Strategies:

- Use visual tools to help students create music that conveys meaning or tells a story.
- Use audio and video recordings to assist with musical understanding and evaluation.
- Encourage student discussion and collaboration to share ideas and opinions.
- Provide opportunities for small groups and individual performances in the classroom setting that demonstrate how a student responds to music.

Differentiation/Intervention/Enrichment Options:

Differentiation

- Provide visual support such as global maps, photos, instruments, cultural artifacts, and vocabulary cards when introducing music from different traditions.
- Allow students to demonstrate understanding through singing, movement, drawing, discussion, or simple written responses.
- Use partner and small-group activities to support musical discussions and cultural comparisons.

Intervention

- Pre-teach key vocabulary (e.g., *tradition, culture, rhythm, melody, tempo*) using pictures and examples.
- Focus on identifying one musical element at a time when listening to and discussing music.
- Provide sentence stems to ignite discussion.
- Use music listening maps to help students describe form, instrumentation, etc.

Enrichment

- Encourage students to compare musical traditions from multiple cultures and identify similarities and differences.
- Encourage students to research or share a musical tradition from their family or community.

For Language Development:

- Use visuals, gestures, and real-world examples to teach vocabulary related to culture, traditions, and musical elements.
- Allow students to respond through drawing, movement, pointing, or performance before requiring extended verbal responses.
- Maintain a music word wall with pictures and key vocabulary that students can reference during activities and discussions.

Central Bucks School District – Course of Study – General Music, Grade 4

Unit 4 – Connecting - Relating artistic ideas and work with personal meaning and context

Desired Results:

Essential Questions:

- How are musical traditions a part of culture?
- How does music sound when it is performed by a different group?
- Why does music from one culture or time period often exhibit similar characteristics?

Enduring Understandings:

Students will understand that…

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians in creating, performing, and responding.

Knowledge:

Students will know…

- Musicians synthesize and relate knowledge and experiences to make art.
- Musicians relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Skills:

Students will be able to…

- Identify musical traditions of various cultures.
- Experiment with different instrument/voice groupings and explain how those choices affect the music.
- Categorize musical works based on elements that are common to the works' historical and cultural context.

Standards:

Priority:

- 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works
- 9.2.3.A Explain the historical, cultural and social context of an individual work in the arts
- 9.1.3.E Demonstrate the ability to express emotion or relate an experience through creation of works in the arts
- 9.1.3.J Identify arts events that take place in schools and in communities

Supporting:

- 9.2.3.B Relate works in the arts chronologically to historical events
- 9.2.3.C Relate works in the arts to varying styles and genre and to the periods in which they were created

Acceptable Evidence:

Performance Tasks –

- Students will sing songs from different cultures and learn about the music and purpose.
- Students will use movement and game activities to make connections to various cultures.
- Students will use instruments from different countries to accompany their singing or recorded music.
- Students will use their school song to make connections to their school community.

- Students will sing, move, listen to, and play instruments with music of various cultures.
- Students will use guided listening activities to make their own connections with a variety of types of music.

Acceptable evidence of learning other than Performance Tasks:
Formative Assessment

- Individual and group observation of singing, moving, and playing instruments with music of different cultures
- Guided listening responses (discussion, drawing, or sharing connections)
- In-class performances that demonstrate students' understanding of music concepts
- Turn-and-talk discussions about traditions and opinions on music
- School song performance with explanation of its connection to the school community
- Games reinforcing understanding of musical concepts and music from other cultures

Summative Assessment

- Performance of a cultural song, game, dance, or instrument accompaniment
- Guided listening assessment identifying sound, silence, and the purpose of music
- Collecting and saving artifacts based on technology tools that affirm and/or enhance the students' understanding of music concepts
- Drawing or project explaining a musical tradition and its importance

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide opportunities for students to experience music kinesthetically (melody, rhythm, form, dynamics).
- Rhythmic activities to include basic steady beat and more complex rhythmic phrases.
- Use listening or video examples to assist students with their understanding of musical concepts pertaining to other cultures.
- Use supplemental books and/or audio resources to help provide students with more context when learning music of different cultures and styles.

Instructional Strategies:

- Individual and group observation of singing, moving, and playing instruments with music of different cultures.
- Formative assessments that demonstrate a students' understanding of music concepts.
- Games reinforcing understanding of music from other cultures.

Differentiation/Intervention/Enrichment Options:
Differentiation

- Provide visual aids, picture cues, and movement demonstrations.
- Use partner and small-group activities to support learning.
- Incorporate multicultural literature, videos, and listening examples to build background knowledge.

Enrichment

- Create original rhythmic or melodic patterns inspired by cultural music.
- Serve as student leaders during games, dances, or instrument activities.
- Compare and contrast music from different cultures and traditions.
- Research specific instruments from various cultures.

Intervention

- Provide additional modeling and guided practice for singing, movement, and instrument skills.
- Use visuals and repeated listening opportunities.
- Offer small-group instruction and teacher check-ins.

For Language Development:

- Pre-teach and review music vocabulary (tradition, culture, rhythm, melody, beat, performance, audience).
- Use visuals, gestures, and picture cards to support music concepts and directions.
- Provide sentence frames.
- Encourage partner discussions using music vocabulary.
- Read books and share stories that provide cultural and historical context for musical traditions.
- Model academic language during listening, performing, and reflection activities.
- Provide opportunities for students to describe musical experiences through speaking, drawing, and writing.
- Reinforce vocabulary through songs, chants, movement activities, and repeated exposure.

COURSE RUBRICS:

Perform and Connect:

- Exceeding:
  - Student is a strong, musical leader.
  - Student uses a confident and musical singing voice.
  - Student plays instruments with expression and technical accuracy.
  - Student reads and performs all rhythms with accuracy.
- Meeting:
  - Student cooperatively performs in music class to the best of their ability.
  - Student uses a singing voice to the best of their ability.
  - Student plays instruments with focus.
  - Student reads and performs most rhythms with accuracy.
- Approaching:
  - Student needs reminders to cooperatively perform to the best of their ability.
  - Student benefits from much teacher assistance when playing instruments and reading notation.
- Limited Progress:
  - Student rarely participates in music class performance with cooperation.

Create and Respond:

- Exceeding:
  - Student consistently demonstrates creativity by improvising and composing, vocally and instrumentally.
  - Student consistently contributes creative and musical ideas to class discussions and assignments.
- Meeting:
  - Student improvises and composes to the best of their ability.
  - Student contributes to class discussions and completes assignments to the best of their ability.
- Approaching:
  - Student needs reminders to participate in class activities to the best of their ability.
  - Student benefits from much teacher assistance when making musical decisions.
- Limited Progress
  - Student rarely participates in music class activities.

CENTRAL BUCKS
SCHOOL DISTRICT

General Music, Grade 5

Course Level: All students

Grade: 5

Time/Credit: 40 minutes, once per 5-day rotation

Development Date: 2025 - 2026

School Board Revision Date: 11/5/2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Central Bucks School District

Teaching and Learning Principles

Elementary General Music Mission Statement:

The Central Bucks elementary music department inspires student musicians to create, collaborate, perform, and make musical connections with the world around them.

- The curriculum comprises a balanced and sequential program of singing, playing instruments, listening to music, improvising and composing music, and moving to music consistent with the state and national standards.
- The music program provides the foundation for a sequential music program in middle school.
- Technology is used when it appropriately enhances music learning at this level.
- Student learning experiences may include the use of technology for creating, performing, responding, and connecting to music.
- General Music instruction includes at least two of the following: recorder, fretted instruments, keyboard instruments, electronic instruments, instruments representing various cultures.
- The repertoire taught includes music representing diverse genres and styles from various periods and cultures.
- All students are capable of progress and creative development in music where learning environments are established.
- High expectations, along with support from teachers, parents and administrators, are necessary to foster and motivate a musicians' achievement.
- Music learning is most effective when differences in the learners' prior knowledge, interests and strengths are accommodated.
- Through listening, music students must be taught how to self-reflect, self-assess, and use feedback in order to maximize their learning potential.
- The music student recognizes and understands links between new learning and its correlation with other disciplines.

Central Bucks School District

Enduring Understandings

Students will understand that:

Music can be experienced as a performer, producer and/or listener.

Lifelong experiences in music are enriched with a greater understanding in each of these experiential domains.

Central Bucks School District

Essential Questions

Why Music?

What is necessary to meaningfully experience and/or express music throughout one's life?

Central Bucks School District – Course of Study

Course Overview

Course Description:

Every student in kindergarten through grade five receives one forty-minute period of General Music instruction every rotation. In this course, musical concepts are spiraled in which music material is presented in a sequence that follows the child's natural ability at various stages of growth; giving students multiple opportunities to grasp and enhance their understanding of elements like rhythm and melody. Students may demonstrate their understanding of these concepts through musical performance, project-based learning activities, and a wide variety of interesting and challenging experiences that present music as a means for self-expression and enjoyment. Teachers will also use technology to enrich various experiences within the scope and sequence of the general music curriculum.

The PMEA framework is centered around four learning pillars: Creating, Performing, Responding and Connecting. In addition, elementary music teachers have access to electronic keyboards and iPad technology which serve to enhance the curricular content; giving all students the opportunity to be inspired to create, collaborate, perform and make musical connections to the world around them.

Prerequisite: none

Committee Members: Elementary General Music Teachers

Assessment Design:

Teachers of this course will abide by the expectations set forth from the Teaching and Learning Team for summative and formative assessment practices as well as composition of the gradebook.

Teachers create authentic assessments that reflect student understanding of the conceptual knowledge that exists within the curricular framework: *Creating, Performing, Responding, Connecting.* The structure of said assessments may be formative or summative in nature.

Students will show an understanding of the curricular content via formative and summative assessments. Additionally, such assessments align with the following learning pillars: *Creating, Performing, Responding, Connecting.* Students may be assessed in a large group, small group or individually depending on the learning objective.

Rubrics based on the grade indicators will be implemented. Both formative and summative assessment will be used, depending upon the skills being assessed.

Evaluations may include teacher observation/evaluation and professional reflection.

Pacing Guide: General Music, Grade 5

Content: ***Curriculum is iterative, scaffolded and the instructional design is cyclical***	**Days**
Unit 1 – Creating	**7**
Compose simple notation using classroom instruments (percussion and/or melodic instruments like ukuleles, keyboards, etc.)	5
Demonstrate musical expression through a variety of media (visuals, audio, etc.)	
Improvise and choreograph movement to demonstrate form, phrasing, dynamics, tempo, style, mood, etc.	
Arrange musical forms though movement, expression and performance	
Intervention and Enrichment	1.5
Assessment F/S	.5
Unit 2 - Performing	**13**
Continue to read, write, and perform rhythms that include rhythmic concept from past years, as well as anacrusis and triplets	7
Understand and demonstrate complex meter and time signature through movement and playing instruments.	
Continue to develop singing in harmony using partner songs, canons, and rounds.	
Perform grade-level songs through singing, dancing, and playing instruments (demonstrating an understanding of musical concepts)	
Accompany songs using a simple rhythmic or melodic ostinato	
Intervention and Enrichment	1
Use classroom resources to implement note reading concepts; including development of keyboard piano skills (simple melody and/or chords)	4.5
Perform new written melodic passages to build sight-reading skills.	
Continue to read and perform choral octavos to practice unison and part singing	
Assessment: F/S	.5
Unit 3 – Responding	**10**
Listen to and discuss music of different genres, composers, styles, cultures, instrumentation, etc.	3
Respond to music through movement and expression, and a variety of media	5.5
Demonstrate/synthesize knowledge of tempo, dynamics, pitch, melody, beat, rhythm, and meter, form, articulation, expression	
Identify and read melodic movement; introduce intervals; introduce articulation (staccato, legato, accent) Continue development of solfiege (full diatonic major scale)	
Evaluate and appreciate music through art, history, and culture.	
Introduce chords; perform basic chord progressions and/or ostinati	
Intervention/Enrichment	1
Assessment: F/S	.5
Unit 4 – Connecting	**6**
Explore various genres and how they connect with different styles and cultures	6
Sing and perform with, and for the school community	
Seek out cross-curricular connections that relate music to historical events and/or cultural traditions	
Sing and perform seasonal, holiday, folk, multi-cultural repertoire	
Assessment: F/S	
TOTAL INSTRUCTION DAYS	**36**

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their peers.

Required Texts and Supplemental Course Materials

- At least one General Music teacher is available for, and is deemed the lead music teacher at that school
- Every room in which music is taught has convenient access to an assortment of pitched and non-pitched instruments of good quality for classroom use and appropriate to the developmental level of the students, including electronic instruments.
- Tablet devices may be provided for use as a supplemental musical instrument, but not as a replacement of an acoustic instrument.
- Every teacher has convenient access to sound recordings and supplemental repertoire representing a wide variety of music styles and cultures.
- Every room has equipment that uses current technology for making sound recordings and for listening to recordings, both in a group and with headphones so as not to disturb others. At least some of the equipment can be operated by the students.
- Teachers have quality clear touch panels and/or interactive boards.
- Tablet devices for the children on a one-to-one or one-to-two ratio (supplemental, as needed)
- The grades K-5 program has access to a dedicated room for General Music, large enough to accommodate the largest group taught and to provide ample space for physical movement.
- Storage space is available for instruments, equipment, and instructional materials. In the grades K-5 program, this space is within or adjacent to the general music classroom.

Central Bucks School District – Course of Study – General Music, Grade 5

Unit 1 – Creating - conceiving and developing new artistic ideas and work

Desired Results:

Essential Questions:

- How can music notation allow people to share ideas?
- How can composers use themes and ideas to affect the way audiences experience their work?

Enduring Understandings:

Students will understand that…

- Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their own experiences and skills to create
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of a work is the culmination of a process of creation and communication

Knowledge:

Students will know…

- Music is a culmination of generating and conceptualizing artistic ideas and work
- Musical ideas are derived from organizing and developing artistic ideas and work
- Music is a creative process involving evaluating and refining to complete an artistic work

Skills:

Students will be able to…

- Identify, create, and perform various melodic patterns
- Identify, create, and perform various rhythmic patterns
- Improvise various melodic and rhythmic patterns
- Write original lyrics within given conceptual and musical parameters
- Compose and/or arrange music
- Understand and utilize dynamics to create expression in their music

Standards:

Priority:

- 9.1.5A Know and use the elements and principles of music to create works (duration, pitch, melody, pitch, timbre)
- 9.1.5.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read, notate, compose. arrange, improvise)
- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.H Handle materials, equipment safely in performance spaces
- 9.1.5 G Recognize the function and benefits of rehearsals and practice session

Supporting:

- 9.4.3B Know how to communicate an informed individual opinion about the meaning of a song
- 9.1.5 E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works
- 9.4.5 A Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities

Acceptable Evidence:

Performance Tasks –

- Students will use classroom instruments to improvise and create melodies and rhythms
- Students may utilize technology to create and notate rhythms and melodies
- Students may use technology (supplemental) and/or classroom instruments to create a basic chord progression and form
- Students will utilize recording technology (supplemental) to create their own song arrangement
- Students will use various choral techniques and experiences to demonstrate an understanding of musical concepts

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Individual and group observation of improvised or composed melodic, harmonic, or rhythmic performance
- Games reinforcing rhythmic, melodic, or harmonic creation

Summative Assessment

- Summative assessments based on melodic, rhythmic, and expressive concepts
- Collecting and saving artifacts based on technology tools that affirm and/or enhance the students' understanding of music concepts

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide opportunities for students to experience and create music kinesthetically (melody, rhythm, form, dynamics)
- Provide opportunities for students to improvise rhythmic and melodic patterns
- Utilize technology to enhance instruction and generate opportunities for students to create

Instructional Strategies:

- Engage students in opportunities to experience and create music kinesthetically (melody, rhythm, form, dynamics)
- Differentiate rhythmic activities to include basic steady beat and more complex rhythmic phrases
- Provide opportunities for students to improvise rhythmic and melodic patterns
- Utilize technology to enhance instruction and generate opportunities for students to create

Differentiation/Intervention/Enrichment Options:

Differentiation:

- Provide visual supports such as rhythm icons, melodic contour cards, and/or picture cues.
- Use rhythmic activities to include basic steady beat and more complex rhythmic phrases
- Allow students to show understanding through movement, singing, playing instruments, drawing, or technology.
- Use teacher modeling and peer partnerships during improvisation and composition activities.

Intervention:

- Work in small groups to practice steady beat, echo rhythms, and simple melodic patterns.
- Use manipulatives to help demonstrate understanding of rhythmic or melodic concepts.

- Reduce task complexity by having students rehearse rhythms and/or melody in chunks.
- Provide sentence stems and visual cues to support musical vocabulary and reflection.

Enrichment:

- Challenge students to create multi-measure rhythmic or melodic patterns and demonstrate use of barlines and/or employing different time signatures, form, etc.
- Have students revise their compositions after receiving peer feedback and explain their changes.
- Challenge students to combine rhythm, melody, and movement into a short original performance.
- Challenge students to create, notate, and perform a short performance that includes singing, movement, and/or instruments.

For Language Development:

- Consistently use visual vocabulary cards for key terms
- Provide sentence frames that include familiar vocabulary
- Model directions and musical tasks with gestures, pictures, and demonstrations before expecting independent work.
- Encourage students to respond through movement, drawing, or performance when verbal language is still developing.

Central Bucks School District – Course of Study – General Music, Grade 5

Unit 2 – Performing - Realizing artistic ideas and work through interpretation and presentation

Desired Results:

Essential Questions:

- How do musicians improve their skills?
- How can music notation allow people to share ideas?
- How does music sound when it is performed by a different group?

Enduring Understandings:

Students will understand that…

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance, influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performances.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas… musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures.

Knowledge:

Students will know…

- How to read and perform grade-level appropriate rhythms and melodies with precision.
- How to develop and refine a musical performance through rehearsal.
- How to use musical expression (dynamics, articulation, mood, etc.) to convey meaning in a performance.

Skills:

Students will be able to…

- Read and perform rhythms and melodies.
- Perform rhythms and melodies using voices and instruments.
- Evaluate musical works in a simple, grade-level appropriate way.
- Understand how the rehearsal process affects performance.
- Make musical choices and explain how those choices affect performance.

Standards:

Priority:

- 9.1.5.A Know and use the elements and principles of how to create works (duration, pitch, melody, pitch, timbre)
- 9.1.5.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.5.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.5. E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts
- 9.1.5. G Recognize the function of rehearsals and practice sessions
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.4.5.A Identify uses of expressive symbols and show meaning through musical performance

Acceptable Evidence:

Performance Tasks –

- Students perform grade-level appropriate notation patterns (melodic or rhythmic).
- Students accurately perform grade-level appropriate rhythms and melodies by clapping, chanting, singing, playing instruments, etc.
- Students rehearse to enhance performance quality and develop technique.
- Students analyze and evaluate musical performances.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Students identify and read grade-level appropriate musical notation (teacher observation and feedback).
- Students accurately perform grade-level appropriate rhythms and melodies by clapping, chanting, singing, playing instruments, etc. (teacher observation and feedback).
- Students identify different ways in which musical expression can be used to convey emotion during performance.

Summative Assessment

- Notation Reading: Students accurately read and perform grade-level rhythmic and melodic patterns using clapping, chanting, singing, or instruments.
- Performance Task: Students perform a prepared song or musical selection demonstrating correct rhythm, melody, expression, etc.
- Musical Vocabulary Assessment: Students identify and describe basic musical concepts using appropriate vocabulary and examples.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Individual or small group performances
- In-class movement, singing, and performing activities

Instructional Strategies:

- Provide opportunities for use of classroom instruments (keyboard, ukulele, etc.).
- Provide opportunities for small groups and individual performances in the classroom setting.
- Provide opportunities for performances for audiences outside of the classroom.

Differentiation/Intervention/Enrichment Options:

Differentiation:

- Provide visual supports such as rhythm cards, icons, and melodic contour visuals to reinforce notation concepts.
- Allow students to demonstrate understanding through multiple modalities (clapping, singing, playing instruments, movement, or drawing).
- Use flexible grouping and peer partners during performance and notation activities.

Intervention:

- Meet in small groups to practice performing simple rhythm and melody patterns with teacher support.
- Simplify notation tasks by focusing on shorter patterns or fewer musical elements at a time.

- Provide guided practice with repeated modeling, echo-clapping, echo-singing, and verbal prompts.

Enrichment:

- Challenge students to notate and perform longer or more complex rhythmic and melodic patterns.
- Challenge students to create, notate, and perform a short performance that includes singing, movement, and/or instruments.

For Language Development:

- Model directions and expectations using demonstrations rather than relying solely on verbal explanations.
- Pair students with supportive peers during notation reading, rehearsals, and discussions.
- Allow students to demonstrate understanding through clapping, singing, movement, drawing, or pointing to visual choices before requiring verbal responses.
- Use picture cues, anchor charts, and word walls to support vocabulary development throughout the unit.

Central Bucks School District – Course of Study – General Music, Grade 5

Unit 3 – Responding: Understanding and evaluating how the arts convey meaning

Desired Results:

Essential Questions:

- How can music communicate themes and ideas?
- Why does music from one culture or time-period often exhibit similar characteristics?
- How do people use different models of artistic criticism to determine the quality of musical works?
- How can composers use themes and ideas to affect the way audiences experience their work?
- How can the setting of a musical work affect the way audiences respond to the work?

Enduring Understandings:

Students will understand that…

- Individuals' selection of musical works is influenced by their interests, experiences, understanding, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances are informed by analysis, interpretation, and established criteria.

Knowledge:

Students will know…

- How to perceive and analyze artistic work.
- How to interpret intent and meaning in artistic work.
- How to apply criteria to evaluate artistic work.

Skills:

Students will be able to…

- Describe themes and ideas through listening and performances of a variety of musical styles, e.g. program music, theatrical music.
- Categorize musical works based on elements that are common to the work's historical and cultural context.
- Read, discuss, and respond to different examples of artistic criticism.
- Critique their own performances using the different types of artistic criticism.
- Experience music written to communicate different themes and ideas and explain how these themes and ideas affect an audience's perception of the works.

Standards:

Priority:

- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.I Identify arts events that take place in schools and communities
- 9.2.3.D Analyze a musical work from its historical or cultural perspective
- 9.2.3.A Explain the historical, cultural and social context of an individual work
- 9.3.3.B Know that works can be described by using musical concepts (e.g. dynamics, tempo, texture, etc.)
- 9.3.3.F Know how to recognize and identify similar and different characteristics among musical works

Supporting:

- 9.2.3.K Identify, explain, and analyze historical and cultural differences as they relate to musical works
- 9.2.3.G Relate musical works to geographic regions

Acceptable Evidence:

Performance Tasks –

- Students perform folk songs from various cultures through singing, performing, chanting, and moving.
- Students discuss the musical traditions of different cultures.
- Students read and evaluate artistic criticisms and write their own.
- Students evaluate and discuss musical works using grade level appropriate music vocabulary.
- Students define their opinions on relevant songs and recognize their differences and similarities.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Teacher observation of student performance and/or creation of songs, poems, and dances that convey a certain meaning.
- Student-created visual interpretations of songs using pictures and movement.
- Students identify different ways in which musical expression can be used to convey emotion during performance.
- Think-Pair-Share Discussions

  After listening to a song, students discuss:
  - What did you hear?
  - How did the music make you feel?
  - What musical elements did you notice?

  Music Comparison Activity
  - Students listen to two songs from different cultures and identify one similarity and one difference using vocabulary such as *tempo, melody,* or *rhythm*.

Summative Assessment:

Cultural Music Performance
- Students perform a folk song through singing, movement, chanting, or instruments and identify the culture or tradition associated with the piece.

Music Response Task
- After listening to a musical selection, students describe the music using grade-level vocabulary and explain how it might be used to pass on traditions.

Suggested Learning Experiences and Instruction

Learning Experiences

- Utilize a cultural variety of classroom instruments for students to perform various styles of music.
- Create a music story map where students use pictures, symbols, or drawings to represent how a piece of music tells a story or expresses a feeling.
- Watch or listen to two performances and discuss similarities and differences using vocabulary such as *tempo, rhythm,* and *melody*.
- Students discuss what they liked about a musical example and explain their opinions using a teacher-provided sentence stem.

Instructional Strategies

- Use visual tools to help students create music that conveys meaning or tells a story.

- Use audio and video recordings to assist with musical understanding and evaluation.
- Encourage student discussion and collaboration to share ideas and opinions.
- Provide opportunities for small groups and individual performances in the classroom setting that demonstrate how a student responds to music.
- Use listening examples to assist students with their understanding of musical concepts like melody, rhythm, form and expression.

Differentiation/Intervention/Enrichment Options:

Differentiation

- Provide visual support such as global maps, photos, instruments, cultural artifacts, and vocabulary cards when introducing music from different traditions.
- Allow students to demonstrate understanding through singing, movement, drawing, discussion, or simple written responses.
- Use partner and small-group activities to support musical discussions and cultural comparisons.

Intervention

- Pre-teach key vocabulary (e.g., *tradition, culture, rhythm, melody, tempo*) using pictures and examples.
- Focus on identifying one musical element at a time when listening to and discussing music.
- Provide sentence stems to ignite discussion.
- Use music listening maps to help students describe form, instrumentation, etc.
- Watch or listen to two similar performances with a clear singular purpose to isolate key vocabulary.

Enrichment

- Encourage students to compare musical traditions from multiple cultures and identify similarities and differences.
- Encourage students to research or share a musical tradition from their family or community.

For Language Development

- Use visuals, gestures, and real-world examples to teach vocabulary related to culture, traditions, and musical elements.
- Allow students to respond through drawing, movement, pointing, or performance before requiring extended verbal responses.
- Maintain a music word wall with pictures and key vocabulary that students can reference during activities and discussions.

Central Bucks School District – Course of Study – General Music, Grade 5

Unit 4 – Connecting - Relating artistic ideas and work with personal meaning and context

Desired Results:

Essential Questions:

- How are musical traditions a part of culture?
- How does music sound when it is performed by a different group?
- Why does music from one culture or time period often exhibit similar characteristics?

Enduring Understandings:

Students will understand that…

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians in creating, performing, and responding.

Knowledge:

Students will know…

- Musicians synthesize and relate knowledge and experiences to make art.
- Musicians relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Skills:

Students will be able to…

- Identify musical traditions of various cultures.
- Describe themes and ideas through listening and performances of a variety of musical styles.
- Analyze the role of music in their own culture, including musical works created by artists.
- Experiment with different instrument/voice groupings and explain how those choices affect the music.
- Categorize musical works based on elements that are common to the works' historical and cultural context.

Standards:

Priority:

- 9.2.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works
- 9.2.3.A Explain the historical, cultural and social context of an individual work in the arts
- 9.1.3.E Demonstrate the ability to express emotion or relate an experience through creation of works in the arts
- 9.2.3.J Identify arts events that take place in schools and in communities

Supporting:

- 9.2.3.B Relate works in the arts chronologically to historical events
- 9.2.3.C Relate works in the arts to varying styles and genre and to the periods in which they were created

Acceptable Evidence:

Performance Tasks –

- Students will sing songs from different cultures and learn about the music and purpose.
- Students will use movement and game activities to make connections to various cultures.
- Students will use instruments from different countries to accompany their singing or recorded music.
- Students will use their school song to make connections to their school community.

- Students will sing, move, listen to, and play instruments with music of various cultures.
- Students will use guided listening activities to make their own connections with a variety of types of music.
- Students will use songs from different regions and time periods to make connections to American history.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
- Individual and group observation of singing, moving, and playing instruments with music of different cultures.
- Guided listening responses (discussion, drawing, or sharing connections).
- In-class performances that demonstrate students' understanding of music concepts.
- Turn-and-talk discussions about traditions and opinions on music.
- School song performance with explanation of its connection to the school community.
- Games reinforcing understanding of musical concepts and music from other cultures.

Summative Assessment
- Performance of a cultural song, game, dance, or instrument accompaniment.
- Guided listening assessment identifying sound, silence, and the purpose of music.
- Collecting and saving artifacts based on technology tools that affirm and/or enhance the students' understanding of music concepts.
- Project explaining a musical tradition and its importance.

Suggested Learning Experiences and Instruction

Learning Experiences:
- Provide opportunities for students to experience music kinesthetically (melody, rhythm, form, dynamics).
- Rhythmic activities to include basic steady beat and more complex rhythmic phrases.
- Use listening or video examples to assist students with their understanding of musical concepts pertaining to other cultures.
- Use supplemental books and/or audio resources to help provide students with more context when learning music of different cultures and styles.

Instructional Strategies:
- Individual and group observation of singing, moving, and playing instruments with music of different cultures.
- Formative assessments that demonstrate a students' understanding of music concepts.
- Games reinforcing understanding of music from other cultures.

Differentiation/Intervention/Enrichment Options:
Differentiation
- Provide visual aids, picture cues, and movement demonstrations.
- Use partner and small-group activities to support learning.
- Incorporate multicultural literature, videos, and listening examples to build background knowledge.

Enrichment
- Create original rhythmic or melodic patterns inspired by cultural music.
- Serve as student leaders during games, dances, or instrument activities.
- Compare and contrast music from different cultures and traditions.
- Research specific instruments from various cultures.

Intervention
- Provide additional modeling and guided practice for singing, movement, and instrument skills.
- Use visuals and repeated listening opportunities.

- Offer small-group instruction and teacher check-ins.

For Language Development

- Pre-teach and review music vocabulary (tradition, culture, rhythm, melody, beat, performance, audience).
- Use visuals, gestures, and picture cards to support music concepts and directions.
- Provide sentence frames.
- Encourage partner discussions using music vocabulary.
- Read books and share stories that provide cultural and historical context for musical traditions.
- Model academic language during listening, performing, and reflection activities.
- Provide opportunities for students to describe musical experiences through speaking, drawing, and writing.
- Reinforce vocabulary through songs, chants, movement activities, and repeated exposure.

COURSE RUBRICS:

Perform and Connect:

- Exceeding:
    - Student is a strong, musical leader.
    - Student uses a confident and musical singing voice.
    - Student plays instruments with expression and technical accuracy.
    - Student reads and performs all rhythms with accuracy.
- Meeting:
    - Student cooperatively performs in music class to the best of their ability.
    - Student uses a singing voice to the best of their ability.
    - Student plays instruments with focus.
    - Student reads and performs most rhythms with accuracy.
- Approaching:
    - Student needs reminders to cooperatively perform to the best of their ability.
    - Student benefits from much teacher assistance when playing instruments and reading notation.
- Limited Progress:
    - Student rarely participates in music class performance with cooperation.

Create and Respond:

- Exceeding:
    - Student consistently demonstrates creativity by improvising and composing, vocally and instrumentally.
    - Student consistently contributes creative and musical ideas to class discussions and assignments.
- Meeting:
    - Student improvises and composes to the best of their ability.
    - Student contributes to class discussions and completes assignments to the best of their ability.
- Approaching:
    - Student needs reminders to participate in class activities to the best of their ability.
    - Student benefits from much teacher assistance when making musical decisions.
- Limited Progress
    - Student rarely participates in music class activities.

English/Language Arts

Updates and Course of Study Approvals

November 5, 2026

Goal of Presentation



Share updates on Elementary Writing



<10 minutes

Agenda



Background/Overview

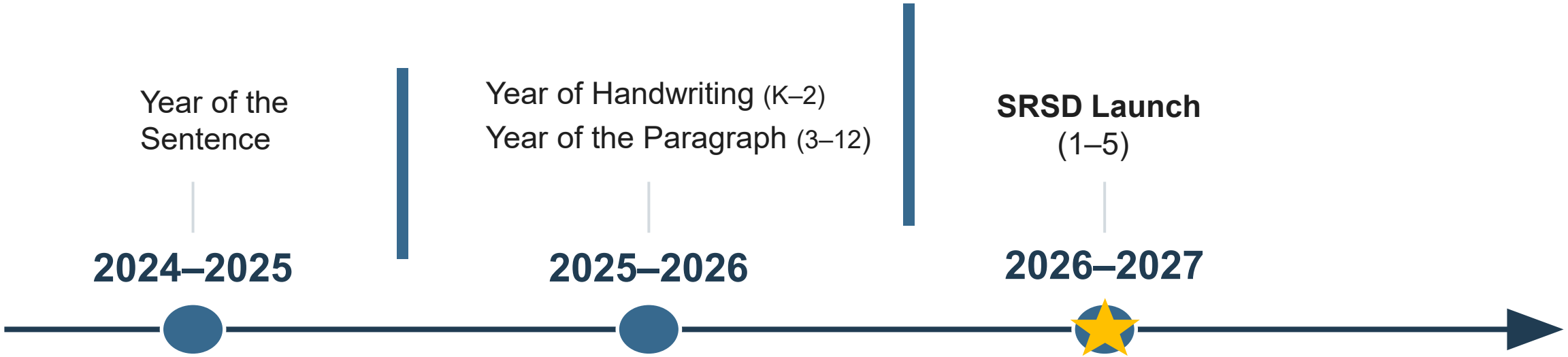


Curriculum Implementation



Next Steps

Background & Overview



Elementary

Background & Overview

RELA Curriculum Pacing Guide

Trimester 1

Week	Dates	Kindergarten		Grade 1			Grade 2			Grade 3		Grade 4		Grade 5	
		RH	MV	RH	MV	SRSD	RH	MV	SRSD	MV	SRSD	MV	SRSD	MV	SRSD
1	Sept 1-8	Non-Instructional													
2	Sept 9-15	Non-Instructional		Lessons 1-37	Unit 1	Sent. Level /Handwriting	Lessons 7-33 (Expedited) Lessons 1-35 (Grade 2)	Unit 1	Informational Genre	Unit 1	Informational Genre	Unit 1	Informational Genre	Unit 1	Informational Genre
3	Sept 16-23	Lessons 1-29	Unit 1												
4	Sept 24-30														
5	Oct 1-Oct 7														
6	Oct 8-14														
7	Oct 15-21														
8	Oct 22-28														
9	Oct 29–Nov 5														
10	Nov 6-12	Lessons 30-35	Unit 2		Unit 2	Informational Genre		Unit 2		Unit 2		Unit 2		Unit 2	
11	Nov 13-19														
12	Nov 20-Dec 1														

Trimester 2

Week	Dates	Kindergarten		Grade 1			Grade 2			Grade 3		Grade 4		Grade 5	
		RH	MV	RH	MV	SRSD	RH	MV	SRSD	MV	SRSD	MV	SRSD	MV	SRSD
1	Dec 2-8	Lessons 36-45	Unit 2	Lessons 38-82	Unit 2	Informational Genre	Lessons 34-70 (Expedited) Lessons 36-68 (Grade 2)	Unit 2				Unit 2		Unit 3	
2	Dec 9-15							Unit 3	Opinion Genre	Unit 3	Narrative Genre		Narrative Genre		Opinion Genre
3	Dec 16-Dec 23											Unit 3		Unit 4	
4	Jan 4-8							Unit 4		Unit 4					
5	Jan 11-15	Lessons 46-68	Unit 3		Unit 3	Opinion Genre									
6	Jan 19-25														
7	Jan 26 – Feb 1														
8	Feb 2-Feb 8														
9	Feb 9-17														
10	Feb 18-24														
11	Feb 25-Mar 3														
12	Mar 4-11		Unit 4		Unit 4							Unit 4			

1

155 Minute RELA Block Components — Fourth Grade

Whole Group	**Word Study and Spelling Strategies *(15 minutes)***
	◦ Word Study ◦ Spelling
	Language Comprehension *(50 minutes)*
	◦ Read Aloud ◦ Building Background Knowledge ◦ Vocabulary ◦ Shared Reading ◦ Close Read ◦ Check for Understanding
	Composition *(45 minutes)*
	◦ Sentence Level Activities ◦ Language and Conventions ◦ Writing Instruction
Small Group	**Teacher-led Small-Group Instruction *(15 minutes)***
	◦ Flexible small groups based on daily Tier 1 instruction ◦ Book Club Books/Other Grade Level Texts ◦ Independent Reading and Writing
WIN	**Tiered Instruction *(30 minutes)***
	◦ Small group, targeted skill instruction based on data

Research indicates that reading, writing, speaking, and listening are interconnected processes that should be taught together. This document provides suggested time frames for each component. The minutes allocated for each component may vary daily.

Elementary Writing Update

SRSD	Definition
Self-Regulated Strategy Development	An instructional approach designed to help students develop **writing strategies** and **self-regulation skills**

Elementary Writing Update

SRSD

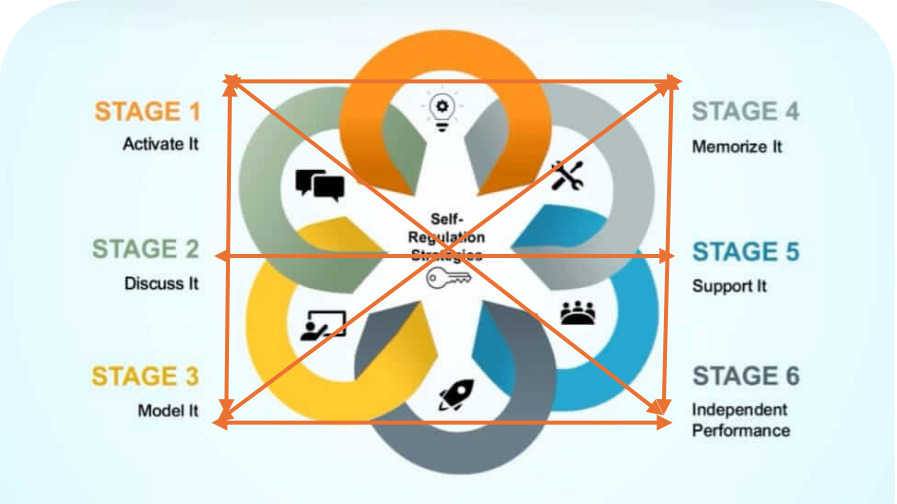
Self-Regulated Strategy Development

Stages

I DO

I DO
WE DO

I DO
WE DO



YOU DO

WE DO
YOU DO

YOUDO

Writing Update

SRSD ♥

Self-Regulated Strategy Development



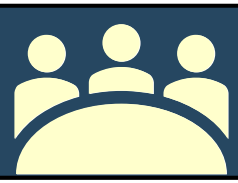
Highest-impact, research-based writing frameworks



Integrates with reading curriculum



Supports teacher leadership: *Train the Trainer*



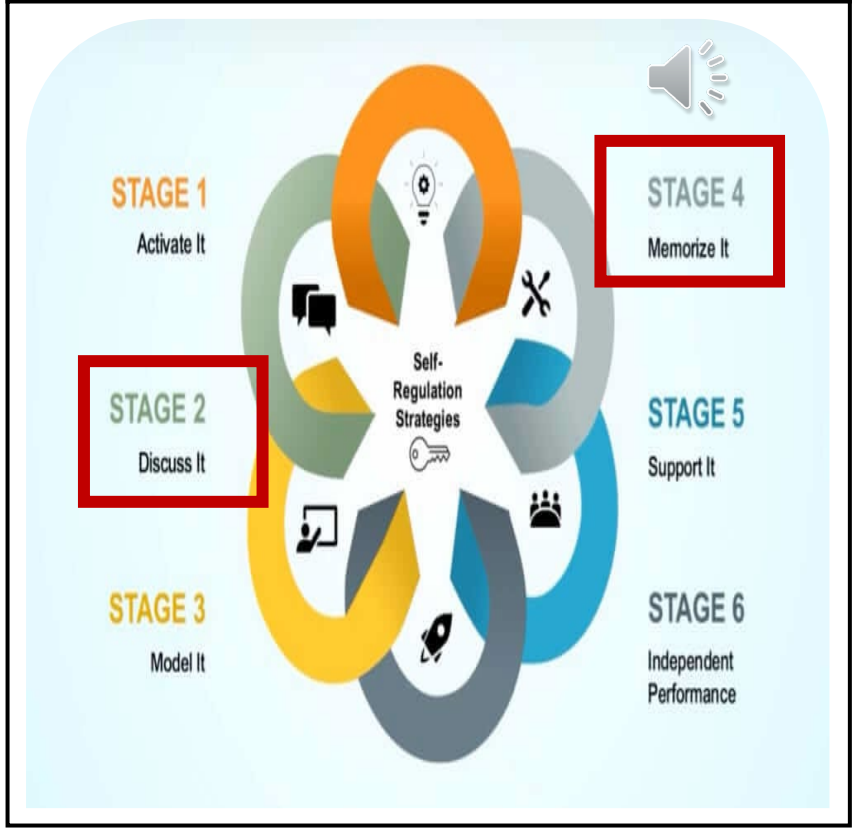
Establishes a Common Language



Supports All Learners

Elementary Writing Update

SRSD



In Action

POWre
Strategy Chart for Powerful Writing

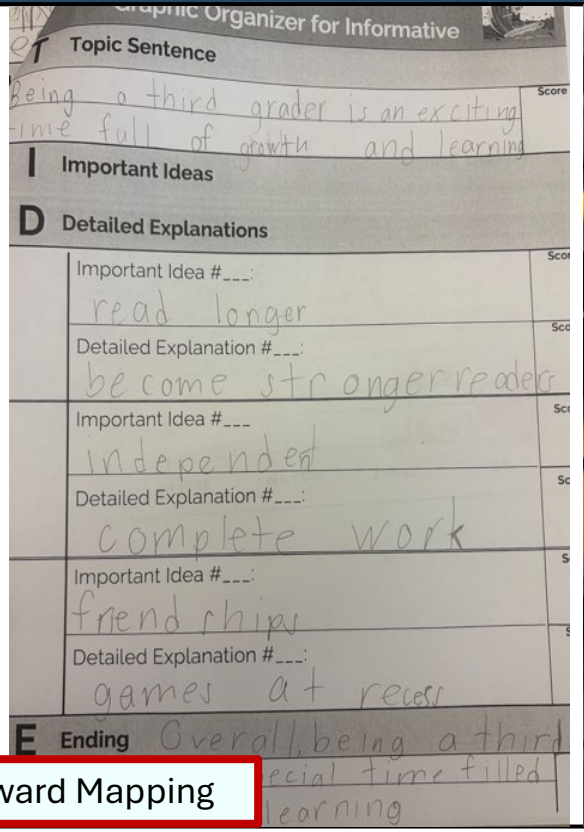
P Pick my idea or Pick apart the prompt

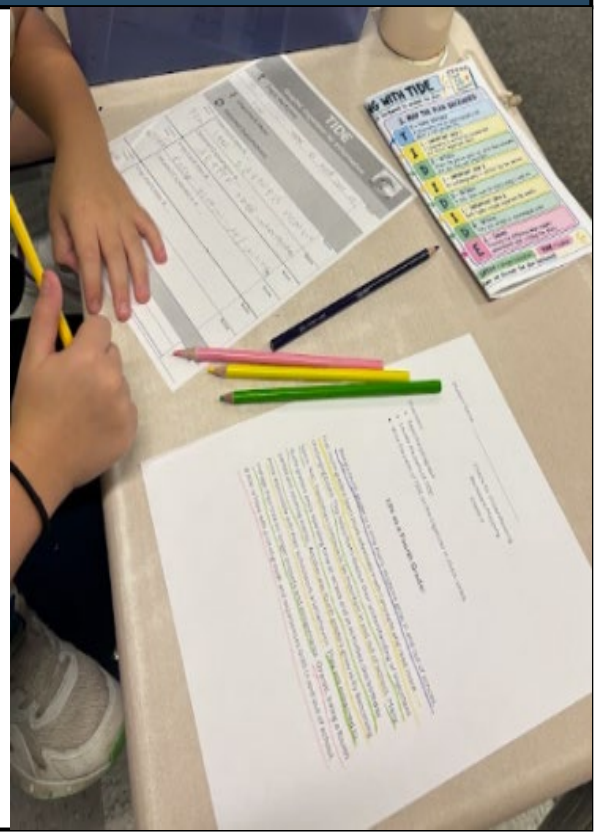
O Organize my notes

W Write and say more

r revise

e edit





STAGE 2: Backward Mapping

Thank You!



> Writing deserves long-term developmental support.
>
> *Karen Harris*

Goal of Presentation



Share updates on AP Seminar



5 minutes

Background

AP Seminar

Build college-ready research, argument, collaboration, communication, and presentation skills

Spring 2026	Summer 2026	2026-27 School Year	Summer 2027	2027-28 School Year
Established Interest	Trained Lead Teacher	Course Development	Train all Teachers teaching the course	

Background

AP Capstone Diploma	
AP Seminar 2027-2028	**AP Research** 2028-2029
Four additional AP courses *Must score at least a 3 on the exam*	

Course Description

Program of Studies

(18 weeks, 1 credit) – Spring semester only
Grades 10-12

AP Seminar is an engaging, interdisciplinary course that challenges students to explore complex real-world issues and questions from multiple perspectives. Through collaborative discussions, research, essays, presentations, and team projects, students learn to evaluate information, analyze diverse viewpoints, and develop evidence-based arguments. A prominent public speaking component gives students regular opportunities to present, communicate, and defend their ideas before an audience. Students build the critical thinking, communication, and academic research skills needed for success in college and beyond while exploring topics that connect across disciplines. **Students will be provided with a list of required assignments that will prepare students for AP Seminar. These assignments must be completed prior to the first day of class. Students taking this course should plan to take the Advanced Placement Seminar Test given in May. For students interested in pursuing AP Capstone diploma, AP Seminar prepares students for AP Research and advanced independent inquiry. The district plans to offer AP Research in the 2028-2029 school year.**

NOTE: AP Seminar will count as Elective credit (not an English credit).

Budget

	Description	Cost	
Summer 2026	*Initial Training with one teacher*	Breakdown: $799 (tuition) $3,250 (5 days)	Total: $4,049
Summer 2027	*Adoption with 5 additional teachers trained*	$3995 (tuition)* $16,250 (5 days)	Total: $20, 245

**tuition may be waived*

Next Steps

🎯 AP Seminar

Build college-ready research, argument, collaboration, and communication skills

Spring 2026	Summer 2026	2026-27 School Year	Summer 2027	2027-28 School Year
Established Interest	Trained Lead Teacher	Course Development	Train all Teachers teaching the course	

Goal of Presentation



Share the updated courses of study in ELA



15 minutes

Agenda



Background/Overview



Course Overviews



Budget



Next Steps

Background & Overview



SECONDARY

Teacher Leaders

Grade 11	Grade 12	AP Language & Composition	AP Literature	AP Seminar
Colleen Rosini Alysa Teske	Kimberly Klauder Melody Mullis*	Kelsey Hughes Will Melvin	Tricia Conn	John Crea*

*COORDINATORS

MIDDLE-Unami: Laura Wingerter; Tohickon: Amy Good; Tamanend: Drew Sterner; Lenape: Dawn Rice; Holicong: Michelle Ambrosini

HIGH-CB West: Zach Sibel; CB South: John Crea; CB East: Melody Mullis

Overview – Grade Academic and Honors 11

Units

- **Unit 1:** Introduction to Rhetoric
- **Unit 2:** Developing Rhetorical Analysis
- **Unit 3:** Synthesis of Literary and Rhetorical Analysis

Course Overview

- Enhance close-reading, analytical writing, and precise communication skills
- Analyze essays, speeches, literature, and visual texts for purpose, audience, and tone
- Explore rhetorical appeals, devices, structure, and style
- Build evidence-based analysis and arguments with sound reasoning, support, and citations
- Honors sections add pace and challenge through advanced texts, discussion, and writing

Overview – Grade Academic and Honors 12

Units

- **Unit 1:** Sophisticated Literary Devices
- **Unit 2 :** Literary Frameworks & Perspectives
- **Unit 3:** Text-to-World Connections

Course Overview

- Engage in sophisticated critical thinking and literary analysis for college, career, and civic life
- Explore literature across cultures and periods to understand human experiences
- Analyze literary devices, author choices, perspectives, and point of view
- Strengthen writing, research, discussion, and multimedia presentation using MLA style
- Honors sections add extended reading, research, and analysis

Overview – AP Language & Composition

Units

- Unit 1 – Introduction to Rhetoric and Analysis
- Unit 2 – Argument
- Unit 3 – Synthesis
- Unit 4 – College Essay

Course Overview

- Intensive, college-level course focused on advanced reading, analysis, and composition
- Rigorous rhetorical analysis of complex nonfiction, including visual and quantitative texts
- Evidence-based argumentation using defensible claims, strategic evidence, and sustained commentary
- Synthesis of multiple sources and data into coherent, well-reasoned AP-style writing
- Frequent timed and processed AP essays, quizzes, projects, and required summer reading

Overview – AP Literature

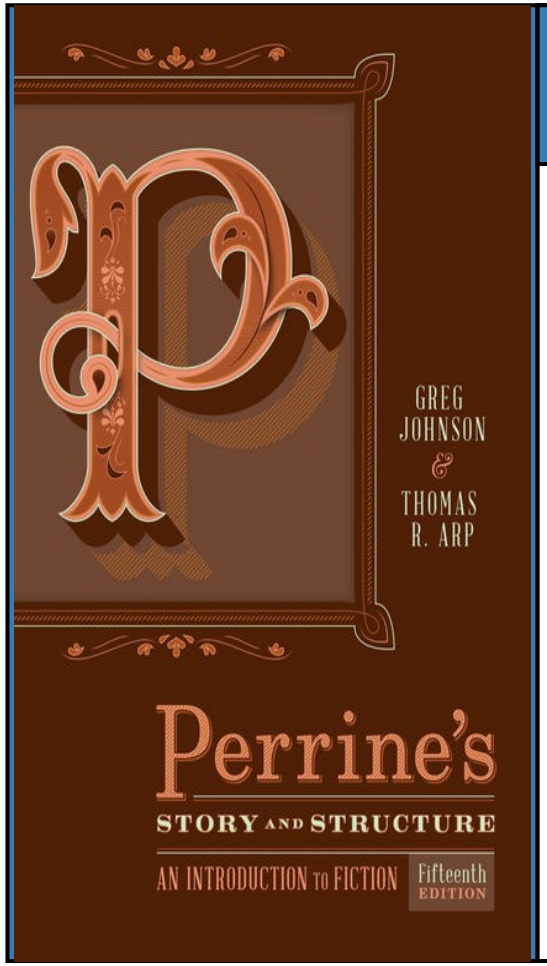
Units

- Unit 1 – Short Fiction 1
- Unit 2 – Poetry 1
- Unit 3 – Longer Fiction or Drama 1
- Unit 4 – Short Fiction 2
- Unit 5 – Poetry 2
- Unit 6 – Longer Fiction or Drama 2
- Unit 7 – Short Fiction 3
- Unit 8 – Poetry 3
- Unit 9 – Longer Fiction or Drama 3

Course Overview

- Advanced college-level course focused on advanced literary reading, analysis, and composition
- Sustained close reading and critical analysis of challenging fiction, poetry, and drama across periods
- Sophisticated analysis of structure, style, theme, figurative language, imagery, symbolism, and context
- Frequent evidence-based analytical and argumentative writing, including AP-style timed responses
- Rigorous AP Classroom practice, assessments, discussion, projects, and required summer reading

Budget



AP Lit Replacement

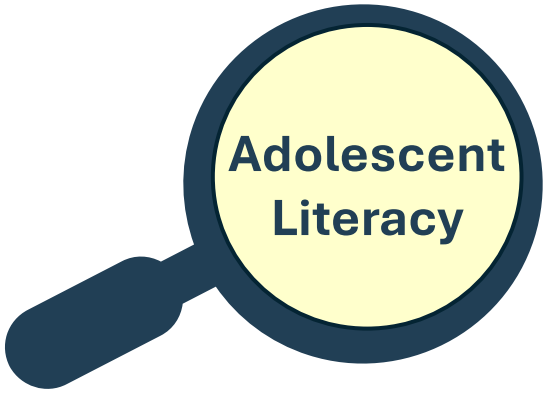
UNIT PRICE × QUANTITY

$154.95 × 105 copies

$16,269.75

ESTIMATED TOTAL

Next Steps



2026-2027

Implement Grade 11, Grade 12, AP Language and Composition, and AP Literature and Composition

2026-2027

Review and Revise Becoming a Better Writer, Debate, Journalism, SAT/ACT Prep

2027-2028

Review and Revise Creative Writing, Intro to Film Studies, Language of Food, Sports Literature, Theater

Goal of Presentation



Seek approval to pilot Membean for Tier Two support for 7th and 8th grade in one of our middle schools



10 Minutes

Agenda



Background



Data



Budget



Next Steps

Background

Adolescent Literacy

Encompasses the skills that must be taught to **all students** so they can meet increasingly challenging reading and writing demands. This means an emphasis on **vocabulary**, **comprehension, text structure, writing, speaking,** and **listening.**

Why focus on VOCABULARY?

- Strengthens students' ability to communicate
- Builds background knowledge and supports new learning
- Increases confidence and engagement
- *Helps close learning gaps before more intensive intervention is needed*

Membean



Why Tier 2 in 7th and 8th grade?

- Builds academic vocabulary
- Calibrates to each student at a productive challenge level
- Adaptively recycles words based on individual memory needs
- Uses multimodal practice and teacher data to improve retention
- Carries progress forward from middle through high school

Membean Data

2025-2026

School	Student Count	Total Training Mins	Total Words Reviewed	Total Questions Answered
CBHS - East	1,109	448,634	242,032	1,219,330
CBHS - South	1,699	602,908	313,525	1,564,604
CBHS - West	1,287	438,446	248,034	1,209,193
Grand Total	**4,095**	**1,489,988**	**803,591**	**3,993,127**

2025-2026

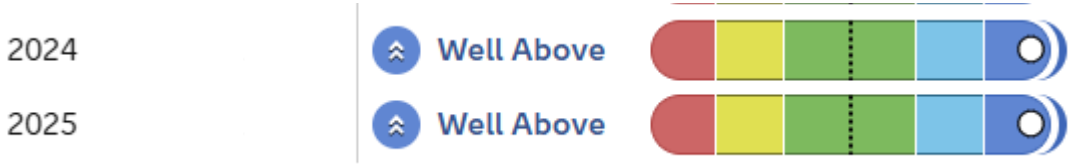
- ✓ 24,833 minutes training on vocabulary
- ✓ 20 minutes per week, per student

Data

ELA Historical Keystone Data



ELA Data Since Onboarding Membean

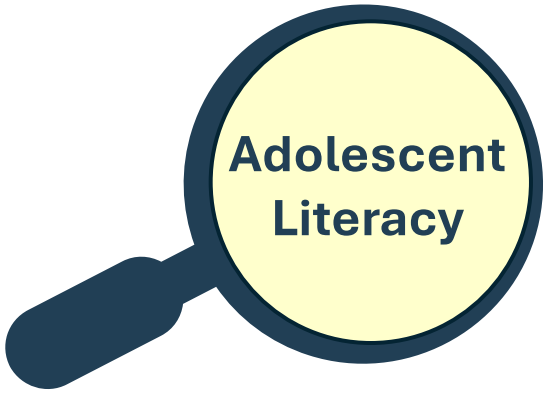


Budget Impact

	Description	Membean Pricing	Grades
24-25	Adoption	$27,378/year = $6.04/student	10-12
27-28	Year 4	**$22,261.50/year* = $4.84/student**	9-11 *plus* 200 MS licenses

*pending 3-year agreement

Next Steps



1. PD for Teachers
2. Pilot & Gather Data
3. Decide whether to seek approval for adoption

English/Language Arts

Updates and Course of Study Approvals

November 5, 2026

Goal of Presentation



Share updates on Elementary Writing



<10 minutes

Agenda



Background/Overview

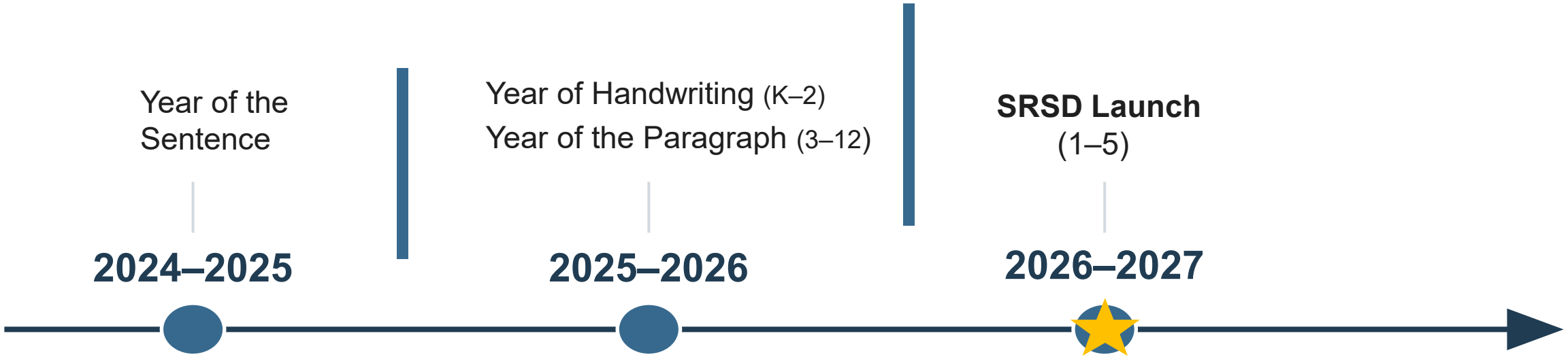


Curriculum Implementation



Next Steps

Background & Overview



Elementary

Background & Overview

RELA Curriculum Pacing Guide

Trimester 1

Week	Dates	Kindergarten		Grade 1			Grade 2			Grade 3		Grade 4		Grade 5	
		RH	MV	RH	MV	SRSD	RH	MV	SRSD	MV	SRSD	MV	SRSD	MV	SRSD
1	Sept 1-8	Non-Instructional													
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8	Oct 22-28														
9	Oct 29–Nov 5														
10	Nov 6-12	Lessons 30-35	Unit 2		Unit 2	Informational Genre		Unit 2		Unit 2		Unit 2		Unit 2	
11	Nov 13-19														
12	Nov 20-Dec 1														

Trimester 2

Week	Dates	Kindergarten		Grade 1			Grade 2			Grade 3		Grade 4		Grade 5	
		RH	MV	RH	MV	SRSD	RH	MV	SRSD	MV	SRSD	MV	SRSD	MV	SRSD
1	Dec 2-8	Lessons 36-45	Unit 2	Lessons 38-82	Unit 2	Informational Genre	Lessons 34-70 (Expedited) Lessons 36-68 (Grade 2)	Unit 2				Unit 2		Unit 3	
2	Dec 9-15							Unit 3	Opinion Genre	Unit 3	Narrative Genre		Narrative Genre		Opinion Genre
3	Dec 16-Dec 23											Unit 3		Unit 4	
4	Jan 4-8							Unit 4		Unit 4					
5	Jan 11-15	Lessons 46-68	Unit 3		Unit 3	Opinion Genre									
6	Jan 19-25														
7	Jan 26 – Feb 1														
8	Feb 2-Feb 8														
9	Feb 9-17														
10	Feb 18-24														
11	Feb 25-Mar 3														
12	Mar 4-11		Unit 4		Unit 4							Unit 4			

1

155 Minute RELA Block Components — Fourth Grade

Whole Group	**Word Study and Spelling Strategies *(15 minutes)***
	◦ Word Study ◦ Spelling
	Language Comprehension *(50 minutes)*
	◦ Read Aloud ◦ Building Background Knowledge ◦ Vocabulary ◦ Shared Reading ◦ Close Read ◦ Check for Understanding
	Composition *(45 minutes)*
	◦ Sentence Level Activities ◦ Language and Conventions ◦ Writing Instruction
Small Group	**Teacher-led Small-Group Instruction *(15 minutes)***
	◦ Flexible small groups based on daily Tier 1 instruction ◦ Book Club Books/Other Grade Level Texts ◦ Independent Reading and Writing
WIN	**Tiered Instruction *(30 minutes)***
	◦ Small group, targeted skill instruction based on data

Research indicates that reading, writing, speaking, and listening are interconnected processes that should be taught together. This document provides suggested time frames for each component. The minutes allocated for each component may vary daily.

Elementary Writing Update

SRSD	Definition
Self-Regulated Strategy Development	An instructional approach designed to help students develop **writing strategies** and **self-regulation skills**

Elementary Writing Update

SRSD

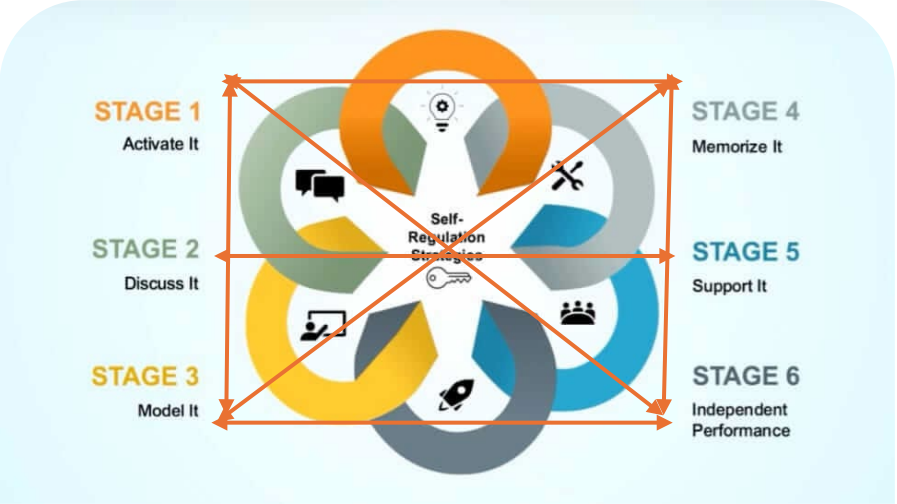
Self-Regulated Strategy Development

Stages

I DO

I DO
WE DO

I DO
WE DO



YOU DO

WE DO
YOU DO

YOUDO

Writing Update

SRSD ♥

Self-Regulated Strategy Development



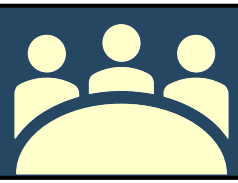
Highest-impact, research-based writing frameworks



Integrates with reading curriculum



Supports teacher leadership: *Train the Trainer*



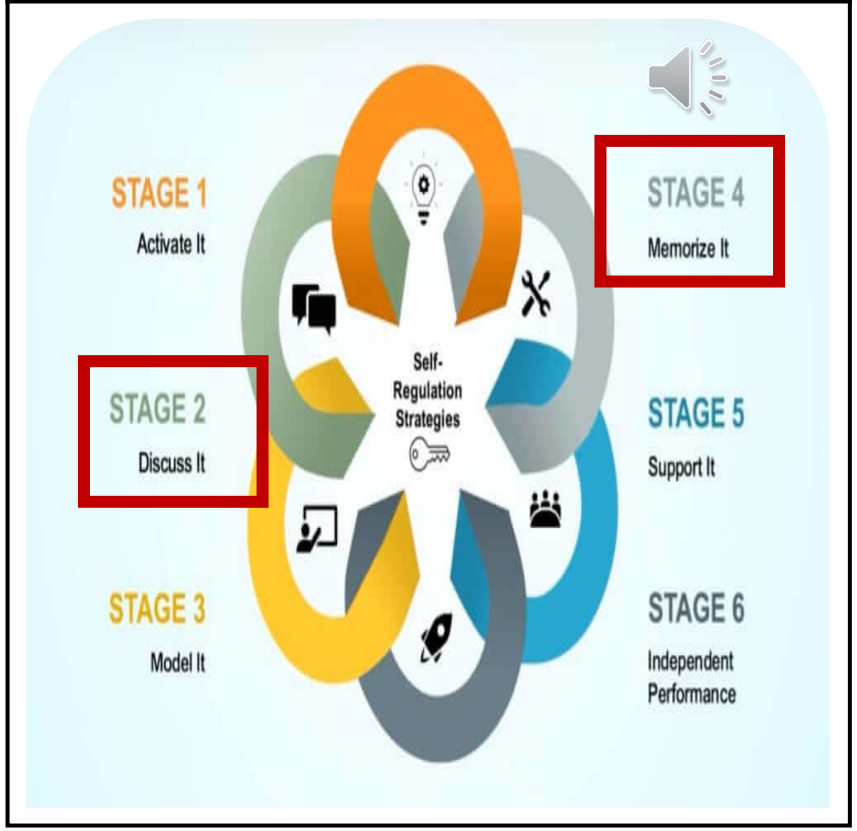
Establishes a Common Language



Supports All Learners

Elementary Writing Update

SRSD



In Action

POWre
Strategy Chart for Powerful Writing

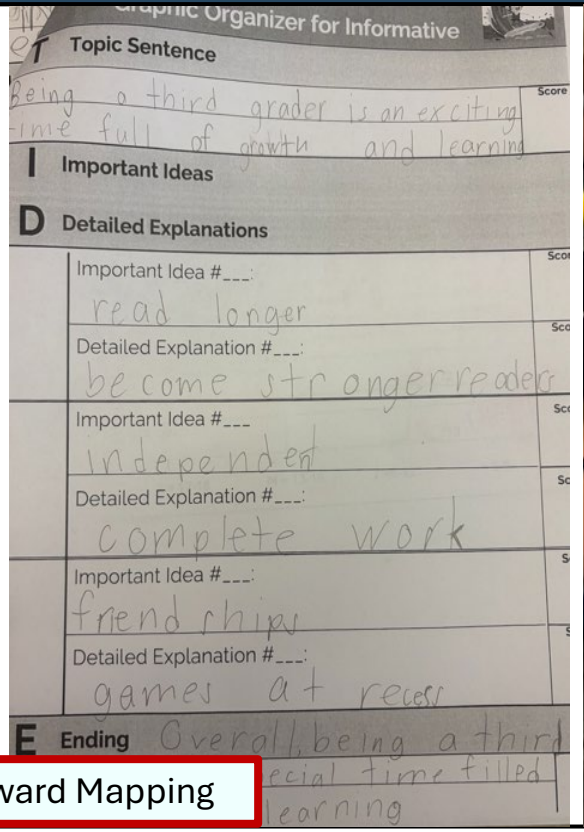
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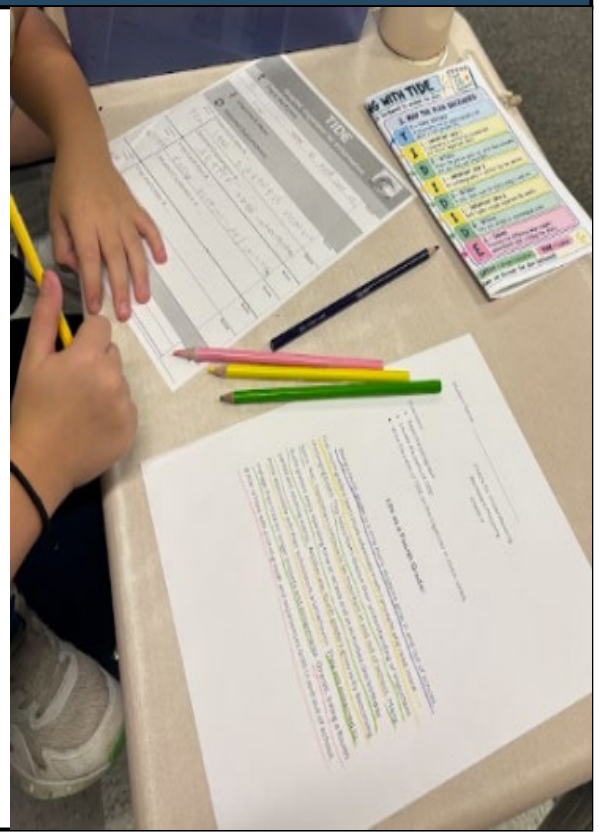
O Organize my notes

W Write and say more

r revise

e edit





STAGE 2: Backward Mapping

Thank You!



> Writing deserves long-term developmental support.
>
> *Karen Harris*

Goal of Presentation



Share updates on AP Seminar



5 minutes

Background

AP Seminar

Build college-ready research, argument, collaboration, communication, and presentation skills

Spring 2026	Summer 2026	2026-27 School Year	Summer 2027	2027-28 School Year
Established Interest	Trained Lead Teacher	Course Development	Train all Teachers teaching the course	

Background

AP Capstone Diploma	
AP Seminar 2027-2028	**AP Research** 2028-2029
Four additional AP courses *Must score at least a 3 on the exam*	

Course Description

Program of Studies

(18 weeks, 1 credit) – Spring semester only
Grades 10-12

AP Seminar is an engaging, interdisciplinary course that challenges students to explore complex real-world issues and questions from multiple perspectives. Through collaborative discussions, research, essays, presentations, and team projects, students learn to evaluate information, analyze diverse viewpoints, and develop evidence-based arguments. A prominent public speaking component gives students regular opportunities to present, communicate, and defend their ideas before an audience. Students build the critical thinking, communication, and academic research skills needed for success in college and beyond while exploring topics that connect across disciplines. **Students will be provided with a list of required assignments that will prepare students for AP Seminar. These assignments must be completed prior to the first day of class. Students taking this course should plan to take the Advanced Placement Seminar Test given in May. For students interested in pursuing AP Capstone diploma, AP Seminar prepares students for AP Research and advanced independent inquiry. The district plans to offer AP Research in the 2028-2029 school year.**

NOTE: AP Seminar will count as Elective credit (not an English credit).

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**tuition may be waived*

Next Steps

🎯 AP Seminar

Build college-ready research, argument, collaboration, and communication skills

Spring 2026	Summer 2026	2026-27 School Year	Summer 2027	2027-28 School Year
Established Interest	Trained Lead Teacher	Course Development	Train all Teachers teaching the course	

Goal of Presentation



Share the updated courses of study in ELA



15 minutes

Agenda



Background/Overview



Course Overviews



Budget



Next Steps

Background & Overview



SECONDARY

Teacher Leaders

Grade 11	Grade 12	AP Language & Composition	AP Literature	AP Seminar
Colleen Rosini Alysa Teske	Kimberly Klauder Melody Mullis*	Kelsey Hughes Will Melvin	Tricia Conn	John Crea*

*COORDINATORS

MIDDLE-Unami: Laura Wingerter; Tohickon: Amy Good; Tamanend: Drew Sterner; Lenape: Dawn Rice; Holicong: Michelle Ambrosini

HIGH-CB West: Zach Sibel; CB South: John Crea; CB East: Melody Mullis

Overview – Grade Academic and Honors 11

Units

- **Unit 1:** Introduction to Rhetoric
- **Unit 2:** Developing Rhetorical Analysis
- **Unit 3:** Synthesis of Literary and Rhetorical Analysis

Course Overview

- Enhance close-reading, analytical writing, and precise communication skills
- Analyze essays, speeches, literature, and visual texts for purpose, audience, and tone
- Explore rhetorical appeals, devices, structure, and style
- Build evidence-based analysis and arguments with sound reasoning, support, and citations
- Honors sections add pace and challenge through advanced texts, discussion, and writing

Overview – Grade Academic and Honors 12

Units

- **Unit 1:** Sophisticated Literary Devices
- **Unit 2 :** Literary Frameworks & Perspectives
- **Unit 3:** Text-to-World Connections

Course Overview

- Engage in sophisticated critical thinking and literary analysis for college, career, and civic life
- Explore literature across cultures and periods to understand human experiences
- Analyze literary devices, author choices, perspectives, and point of view
- Strengthen writing, research, discussion, and multimedia presentation using MLA style
- Honors sections add extended reading, research, and analysis

Overview – AP Language & Composition

Units

- Unit 1 – Introduction to Rhetoric and Analysis
- Unit 2 – Argument
- Unit 3 – Synthesis
- Unit 4 – College Essay

Course Overview

- Intensive, college-level course focused on advanced reading, analysis, and composition
- Rigorous rhetorical analysis of complex nonfiction, including visual and quantitative texts
- Evidence-based argumentation using defensible claims, strategic evidence, and sustained commentary
- Synthesis of multiple sources and data into coherent, well-reasoned AP-style writing
- Frequent timed and processed AP essays, quizzes, projects, and required summer reading

Overview – AP Literature

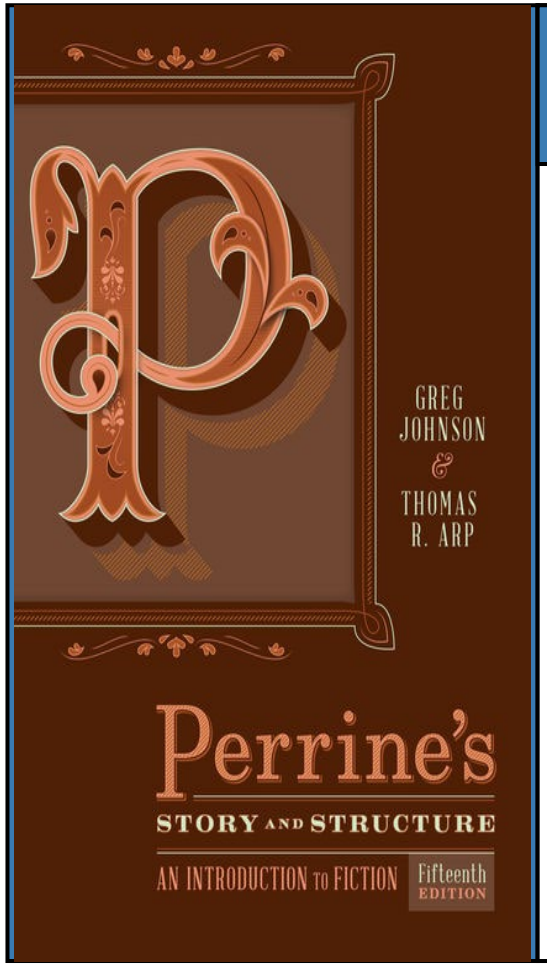
Units

- Unit 1 – Short Fiction 1
- Unit 2 – Poetry 1
- Unit 3 – Longer Fiction or Drama 1
- Unit 4 – Short Fiction 2
- Unit 5 – Poetry 2
- Unit 6 – Longer Fiction or Drama 2
- Unit 7 – Short Fiction 3
- Unit 8 – Poetry 3
- Unit 9 – Longer Fiction or Drama 3

Course Overview

- Advanced college-level course focused on advanced literary reading, analysis, and composition
- Sustained close reading and critical analysis of challenging fiction, poetry, and drama across periods
- Sophisticated analysis of structure, style, theme, figurative language, imagery, symbolism, and context
- Frequent evidence-based analytical and argumentative writing, including AP-style timed responses
- Rigorous AP Classroom practice, assessments, discussion, projects, and required summer reading

Budget



AP Lit Replacement

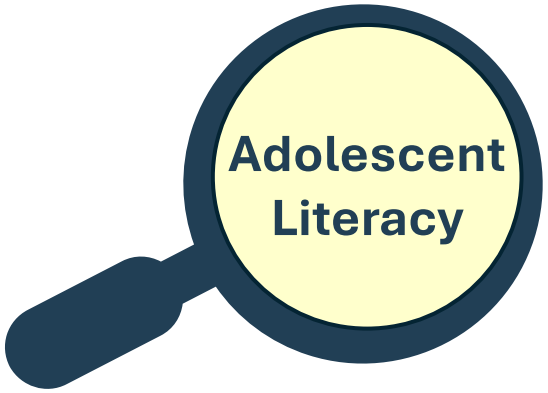
UNIT PRICE × QUANTITY

$154.95 × 105 copies

$16,269.75

ESTIMATED TOTAL

Next Steps



2026-2027

Implement Grade 11, Grade 12, AP Language and Composition, and AP Literature and Composition

2026-2027

Review and Revise Becoming a Better Writer, Debate, Journalism, SAT/ACT Prep

2027-2028

Review and Revise Creative Writing, Intro to Film Studies, Language of Food, Sports Literature, Theater

Goal of Presentation



Seek approval to pilot Membean for Tier Two support for 7th and 8th grade in one of our middle schools



10 Minutes

Agenda



Background



Data



Budget



Next Steps

Background

Adolescent Literacy

Encompasses the skills that must be taught to **all students** so they can meet increasingly challenging reading and writing demands. This means an emphasis on **vocabulary**, **comprehension, text structure, writing, speaking,** and **listening.**

Why focus on VOCABULARY?

- Strengthens students' ability to communicate
- Builds background knowledge and supports new learning
- Increases confidence and engagement
- *Helps close learning gaps before more intensive intervention is needed*

Membean



Why Tier 2 in 7th and 8th grade?

- Builds academic vocabulary
- Calibrates to each student at a productive challenge level
- Adaptively recycles words based on individual memory needs
- Uses multimodal practice and teacher data to improve retention
- Carries progress forward from middle through high school

Membean Data

2025-2026

School	Student Count	Total Training Mins	Total Words Reviewed	Total Questions Answered
CBHS - East	1,109	448,634	242,032	1,219,330
CBHS - South	1,699	602,908	313,525	1,564,604
CBHS - West	1,287	438,446	248,034	1,209,193
Grand Total	**4,095**	**1,489,988**	**803,591**	**3,993,127**

2025-2026

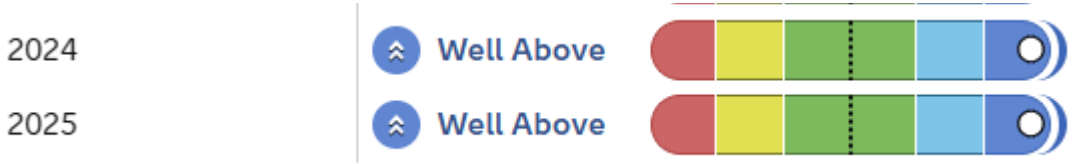
- ✓ 24,833 minutes training on vocabulary
- ✓ 20 minutes per week, per student

Data

ELA Historical Keystone Data



ELA Data Since Onboarding Membean

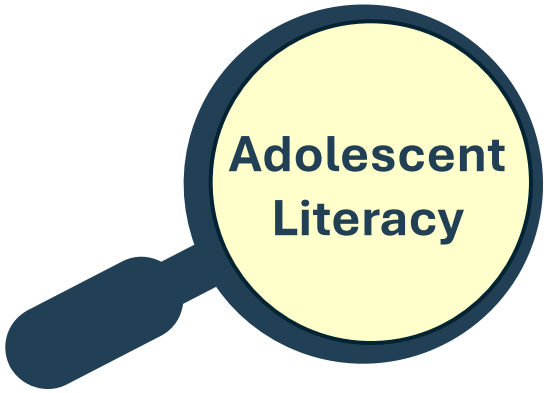


Budget Impact

	Description	Membean Pricing	Grades
24-25	Adoption	$27,378/year = $6.04/student	10-12
27-28	Year 4	**$22,261.50/year* = $4.84/student**	9-11 *plus* 200 MS licenses

*pending 3-year agreement

Next Steps



1. PD for Teachers
2. Pilot & Gather Data
3. Decide whether to seek approval for adoption



English 11

Course Number:	0120 – Academic English 11 0100 – Honors English 11
Course Level:	Academic 11 Honors 11
Grade:	11
Time/Credit:	18 weeks, 1 credit
Development Date:	Summer – Fall 2026
School Board Approval:	Nov 2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Teaching and Learning Principles

1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
Therefore, we will help students activate prior knowledge, connect old and new information, learn new material, and use what they have learned in authentic situations.

2. Learning takes place when new information is linked with existing knowledge in meaningful ways.
Therefore, it is a priority that we ensure that students understand why we are learning the content. We will begin instruction with an anticipatory set that demonstrates relevancy to students, scaffold instruction to build on existing knowledge, and close lessons with activities that reinforce the connection and relevance of the material.

3. Learning involves connecting to the present, to the past, and to the possibilities of the future.
Therefore, we will make relevant connections to the real world and will provide opportunities for students to understand that the present connects to the past and affects the future.

4. Process and product are equally important in language and instruction.
Therefore, we will explicitly model self-reflection and self-assessment and will provide opportunities for self-evaluation and prompt, candid feedback. Our students will receive regular and specific feedback related to progress against standards and timely opportunities to use the feedback to re-do and improve.

5. Research shows active learning is essential.
Therefore, we will provide tasks that require meaningful use of knowledge: analyzing perspectives, supporting opinions, investigating, solving problems, making decisions, and inventing products.

6. Learning is a social activity. Our learning is intimately associated with our connection with other human beings.
Therefore, we will build relationships with and among our students by facilitating discussions, building empathy, and structuring a climate of intrinsic motivation.

7. Relevance is essential to learning; hence it is essential to teaching and assessing.
Therefore, learning will include real world exposure, cross-curricular connections, and high interest materials.

8. Learning is most effective when differences in learners' prior knowledge, interests, and strengths are accommodated.
Therefore, we will differentiate instruction and assessment to accommodate different learning styles and educational needs.

9. To maximize learning, learners need multiple opportunities to practice in a risk-free environment.
Therefore, we will provide a supportive environment based on self-discovery and the respectful exchange of ideas.

10. Motivation influences learning.
Therefore, we will work to stimulate students with tasks of optimal novelty and difficulty that are relevant to personal interests and provide personal choice and control.

11. Assessment is vital for learning.
Therefore, we will create a variety of differentiated assessments that measure knowledge, application, process and product, self-evaluation, and growth.

12. Technology should be an integral part of the student's experience, enhancing learning and the ability to express ideas.
Therefore, we will model and encourage the use of technology as a tool for instruction, research, application, and communication.

Enduring Understandings

Students will understand that:

Effective readers…

1…internalize appropriate reading strategies and use them when they interact with different types of text.
2…read critically across all genres and interpret an author's purpose and bias.
3…interpret, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.
4…extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
5…read fluently with understanding texts that are relevant to ability, interest, and purpose throughout their lives.
6…develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers…

1…communicate using appropriate forms for various purposes.
2…think, plan, draft, respond, revise, edit, and publish.
3…consider audience before and while writing.
4…employ proper mechanics, usage, and grammar.
5…reflect on their writing and strive to improve their writing skills.
6…develop their voice and style.

Effective researchers…

1…begin with essential guiding questions.
2…understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
3…select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance.
4…draw conclusions, create meaning, and construct new knowledge.
5…use information and technology ethically and responsibly by documenting sources appropriately.
6…apply research skills to authentic, real-world issues and contexts.

Effective communicators…

1…understand that communication is an exchange between the sender and the receiver.
2…adjust delivery skills to purpose, audience, and occasion.
3…select appropriate media to enhance presentations.
4…focus and negotiate in order to create valuable contributions.
5…are active, critical, and responsible listeners.
6… recognize that communication is essential to understanding themselves and others.

Essential Questions

Reading

1. Why read? What can I learn from print?
2. What do good readers do? What do I do when I do not understand everything in the text?
3. How do texts differ? How does what I read influence how I read it?
4. How does an author's use of literary devices enhance my understanding of a text?
5. What is an author saying and how do I know?
6. How do I know if my interpretation of a text is valid? What makes an interpretation stronger or weaker?
7. What insights about the world and human experience does literature reveal?
8. How does literature reveal us to ourselves?

Writing

1. Why do writers write?
2. How do writers begin?
3. What strategies should I use to craft effective writing?
4. How do I improve my writing through reflection and revision?
5. Why is it important to write well?
6. What are the different purposes for writing and how are they achieved?
7. What distinguishes good writing, and what makes it worth reading?

Research

1. Why research? What is the value of research?
2. What can be discovered/created through research?
3. How do I formulate effective guiding questions?
4. Where do I find relevant information? How can I use technology to help me?
5. How do I evaluate information to determine its quality and reliability?
6. What do I do if my research points me in a new direction?
7. How can I use the librarian to help me efficiently navigate the research process?
8. How do I know when I have enough information? What do I do with all of it?
9. Why do I give credit to my sources? How do I do that?
10. How will my researching skills enable me to be an agent of change?
11. How will research help me in the real world?

Communication

1. What is communication?
2. Why is effective communication important?
3. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
4. What media will best enhance a presentation?
5. In what ways is communication collaborative?
6. What makes a good listener?

Course of Study Overview – English 11

Desired Results

Course Description:

The English 11 course is designed to equip students with the knowledge and skills to listen carefully, to evaluate arguments, to discern tone, and to analyze and implement rhetorical strategies in writing. Students will study the rhetoric of essays, speeches, and literature. They will read text that is selected to showcase the techniques that lead to an author's overall purpose. Students will understand that authors make stylistic choices and employ rhetorical and literary techniques based on their intentions, their subject, and their audience. Students will also craft their own writing to analyze rhetoric and to synthesize information into a cogent argument. Students will develop a unique writing voice, create sound and logical arguments, and be able to justify their stylistic and rhetorical choices.

The Honors English 11 course integrates the above topics and skills at an accelerated pace. Students are expected to be avid readers and sophisticated writers; they will encounter challenging texts, discussions, and writing.

Prerequisite: Academic English 10 or Honors English 10

Committee Members**:** Jared Gorlick, Nathan Harris, Jason Helpler, Megan McPhillips, Colleen Rosini*, Alysa Teske*

*lead teachers

Course Grading:

Marking Period 1	45%
Marking Period 2	45%
Final Exam	10%

English 11 – Pacing Guide

Content	90 Days
Unit 1 - Introduction to Rhetoric	18 days
Review/introduce Unit 1 terminology	3 days
Read and analyze at least 3 speeches/essays	5 days
Draft at least 2 analytical paragraphs (one must be the Beginning of the Year writing sample)	4 days
Take at least one practice terminology test (appeals)	1 day
Complete the Unit 1 Rhetorical Elements Summative Quiz	1 day
Grammar concepts (20 minutes/3 times per week): subject-verb agreement; pronoun-antecedent agreement	4 days
Unit 2 – Developing Rhetorical Analysis	20 days
Review and practice with thesis/topic sentences as well as the analytical paragraph structure (includes a review of embedding and citing evidence, as well as reviewing writing in third-person present tense)	4 days
Read and analyze at least 3 additional speeches/essays	5 days
Take at least one practice terminology test (devices)	1 day
Complete the Summative Rhetorical Analysis	6 days
Grammar Concepts (20 minutes/3 times per week)**:** semicolons; parallel structure	4 days
Unit 3 – Synthesis of Literary and Rhetorical Analysis	52 days
Review literary terms	1 day
Read and analyze at least 3 short stories	6 days
Take at least one practice test (literary terms)	1 day
Read and analyze at least 4 poems (*Honors)	4 days
Read and analyze selected novel	13 days
Complete the Persuasive Product Summative Assessment	7 days
Read and analyze selected play	13 days
Grammar Concepts (20 minutes/3 times per week)**:** homophones; misplaced modifiers; commas	7 days

***Common summative assessments can be administered at individual teacher's discretion within five days either direction of the prescribed date in the chart above.**

Required Texts

All Honors English 11 students will study "Letter from Birmingham Jail" by Dr. Martin Luther King as the core text.
All Academic English 11 students will study "*Challenger* Address Speech" by former President Reagan as the core text.

Title	Author
Animal Farm	George Orwell
*1984**	George Orwell
Brave New World	Aldous Huxley
All Quiet on the Western Front	Erich Remarque
Gulliver's Travels Excerpts	Jonathan Swift
*One Flew Over the Cuckoo's Nest**	Ken Kesey
Macbeth	Shakespeare
Frankenstein	Mary Shelley

Titles marked with an asterisk (*) are options only for Honors.

Academic English 11: Students will read a minimum of 1 other title from the list above.
Honors English 11: Students will read a minimum of 2 other titles from the list above.

Independent Reading Requirements:
Academic English 11: Students will read a minimum of 1 independently chosen title.
Honors English 11: Students will read a minimum of 2 independently chosen titles.

Additional Suggested Resources:

Speeches/Essays

Title	Author
"Farewell Speech"	Lou Gehrig
"Prison Studies"	Malcolm X
"President Obama's National Address to School Children"	President Barack Obama
"September 11 Address to the Nation"	George W. Bush
"I Have a Dream"	Dr. Martin Luther King
"Crispin's Day Speech"	Shakespeare
"Shooting an Elephant"	George Orwell
"Remembering My Childhood on the Continent of Africa"	Sedaris
"A Modest Proposal"	Swift
Malala's Nobel Peace Prize Speech	Malala Yousafzai
40 Model Essays	compilation

Visual Literacy Resources

Title
Videos of Speeches
Printed Advertisements

Commercial Clips
Movie Speeches

Short Stories

Title	**Author**
“Ruthless”	William DeMille
“The Interlopers”	HH Munro
“The Flowers”	Alice Walker
“The Open Window”	HH Munro
“The Doll’s House”	Katherine Mansfield
“The Locket”	Kate Chopin
“The Necklace”	Guy de Maupassant
“The Silk Stockings”	Kate Chopin
“The Story of an Hour”	Kate Chopin
“A Cup of Tea”	Katherine Mansfield
“The Bet”	Anton Chekhov

Poetry

Title	**Poet**
“The World Is Too Much With Us”	William Wordsworth
“Primavera”	Robin Robertson
“Dover Beach”	Matthew Arnold
“Ulysses”	Tennyson
“My Last Duchess”	Robert Browning
Sonnet 18 and other selections	Shakespeare
“On the Pulse of Morning”	Maya Angelou
“The Hill We Climb”	Amanda Gorman

Videos/Films/Resources

Title	
Animal Farm, dir. John Halas and Joy Batchelor	1954 film
Animal Farm, dir. John Stephenson	1999 film
Macbeth, dir. Rupert Goold	2010 film
Macbeth, dir. Joel Coen	2021 film
Membean	Online computer software- vocabulary

Unit 1 – Introduction to Rhetoric

Desired Results

Essential Question:

- How do writers construct persuasive texts?

Enduring Understandings:
Students will understand that…

- effective readers read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- effective readers identify SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) in a variety of texts.
- effective readers will identify all three appeals (ethos, pathos, and logos).
- effective writers craft thorough introductions using a variety of methods.
- effective writers use a variety of strategies/techniques to convey a purpose.

Knowledge:
Students will know…

- Terminology: SOAPSTone (speaker/persona, occasion, audience, purpose, subject, tone); rhetorical appeals (pathos, logos, ethos); rhetorical devices (alliteration, allusion, antithesis, analogy, anaphora, hyperbole, quotations, counterargument, imagery, imperative, onomatopoeia, simile, metaphor, parallel structure, rhetorical question)

Skills:
Students will be able to…

- Reading Skills:
    - How to identify above rhetorical terminology in speeches, essays and visual literacy texts
    - Discuss effects/purposes of these rhetorical elements
- Writing Skills:
    - begin exploring model rhetorical analysis paragraphs and techniques
    - practice with embedding and citing quotations

Standards:

Priority:

CC.1.2.11–12.A – Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11-12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
C.1.2.11–12.D – Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12.F – Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11-12.G – Integrate and evaluate multiple sources of information presented in different mediums (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.2.11–12.H – Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.11–12.B – Write with a sharp, distinct focus identifying topic, task, and audience.
CC1.4.11–12.E – Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC1.4.11–12.K – Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC1.4.11–12.S – Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade level reading standards for literature and literary non-fiction.

Supporting:
CC.1.2.11–12.E – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11–12.J – Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.4.11–12.C – Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Acceptable Evidence

Formative Assessment

- Beginning of Course Writing Sample:
    - Academic: Gehrig's Farewell Speech
    - Honors: Malcolm X's Prison Studies

Summative Assessment

- Unit 1 Rhetorical Elements Quiz

Suggested Learning Experiences and Instruction

Learning Experiences:

- Notetaking
- Highlighting
- Close-reading
- Annotating texts for rhetorical elements
- Appropriate textual evidence
- Imitation writing
- Graphic organizers

Instructional Strategies:

- Direct instruction (developing thesis statements, topic sentences, embedding evidence)
- Deliberate practice
- Modeling
- Small-Group Activities

- Classroom discussions
- Scaffolding
- Summarization
- Access prior knowledge
- Mastery learning

Differentiation/Intervention/Enrichment Options:

- Visuals
- Graphic organizer
- Scaffolding
- Additional opportunities for practice
- Word Banks
- Reduced distractors

For Language Development:

- Pre-teach vocabulary terms
- Offer illustrations/visuals
- Paired work
- Use of graphic organizers
- Use of sentence starters and/or sentence frames

Unit 2 – Developing Rhetorical Analysis

Desired Results

Essential Question:

- How do writers match structure with purpose and effect?

Enduring Understandings:
Students will understand that…

- Effective readers read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Effective readers identify and evaluate SOAPSTone and ethos, logos, and pathos in a variety of texts
- Effective readers identify and evaluate rhetorical devices in a variety of texts.
- Effective readers determine the author's techniques that lead to his/her overall purpose.
- Effective readers evaluate how stylistic choices meet an author's intent.
- Effective writers evaluate the connections among rhetorical elements to support purpose.
- Effective writers cite strong and thorough textual evidence to support analysis.

Knowledge:
Students will know…

- Terminology: SOAPSTone (speaker/persona, occasion, audience, purpose, subject, tone); rhetorical appeals (pathos, logos, ethos); rhetorical devices (alliteration, allusion, antithesis, analogy, anaphora, hyperbole, quotations, counterargument, imagery, imperative, onomatopoeia, simile, metaphor, parallel structure, rhetorical question)

Skills:
Students will be able to…

- Reading Skills:
    - How to identify above rhetorical terminology in speeches, essays and visual literacy texts
    - Discuss effects/purposes of these rhetorical elements
    - Evaluation of how rhetorical elements contribute to speaker's purpose
- Writing Skills:
    - Demonstrate understanding and mastery of rhetorical elements (device, purpose, appeal/tone)
    - Support the thesis with well-developed critique of the chosen element(s)
    - Write thesis/topic sentences that clearly state the device, purpose, appeal/tone
    - Embed at least two quotations per paragraph with highly appropriate selections
    - Evaluate quotations and details that center upon the topic, with no distracting commentary
    - Transition effectively to aid in progression of ideas, both between and within paragraphs

Standards:
Priority:
CC.1.2.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC 1.2.11–12.C – Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
C.1.2.11–12.F – Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11-12.G – Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
C.1.2.11–12.H – Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.2.11–12.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.11–12.A – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
C.1.4.11–12.B – Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.C – Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.11–12.D – Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
CC1.4.11–12.E – Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.G – Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11–12.T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Supporting:
CC.1.2.11–12.D – Evaluate how an author's point of view or purpose shapes the content and style of a text.
C.1.2.11–12.E – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11–12.J – Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.11-12.E – Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
CC.1.4.11–12.I – Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.4.11–12.J – Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and

between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.5.11–12.D – Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Acceptable Evidence

Formative Assessment

- Unit 2 - Practice Rhetorical Analysis Paragraph Writing

Summative Assessment

- Rhetorical Analysis Essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Notetaking
- Highlighting
- Close-reading
- Annotating texts for rhetorical elements
- Appropriate textual evidence
- Imitation writing
- Graphic organizers

Instructional Strategies:

- Direct instruction (developing thesis statements, topic sentences, embedding evidence)
- Deliberate practice
- Modeling
- Small-Group Activities
- Classroom discussions
- Scaffolding
- Summarization
- Access prior knowledge
- Mastery learning

Differentiation/Intervention/Enrichment Options:

- Visuals
- Graphic organizer
- Scaffolding
- Additional opportunities for practice
- Word Banks
- Reduced distractors

For Language Development:

- Pre-teach vocabulary terms
- Offer illustrations/visuals
- Paired work

- Use of graphic organizers
- Use of sentence starters and/or sentence frames

Unit 3 – Synthesis of Literary and Rhetorical Analysis

Desired Results:

Essential Questions:

- How do writers match structure with purpose and effect?

Enduring Understandings:
Students will understand that…

- effective readers read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- effective readers identify and evaluate SOAPSTone, rhetorical appeals, and rhetorical devices in a variety of texts
- effective readers determine the author's techniques that lead to his/her overall purpose.
- effective readers evaluate how stylistic choices meet an author's intent.
- effective writers evaluate the connections among rhetorical elements to support purpose.
- effective writers cite strong and thorough textual evidence to support analysis.
- effective readers critically read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and application of literary elements.
- effective readers refine rhetorical analysis skills by evaluating the complexity in the readings through reflections of synthesized literary and rhetorical elements in relation to purpose and theme.

Knowledge:
Students will know…

- Terminology: SOAPSTone (speaker/persona, occasion, audience, purpose, subject, tone); rhetorical appeals (pathos, logos, ethos); rhetorical devices (alliteration, allusion, antithesis, analogy, anaphora, hyperbole, quotations, counterargument, imagery, imperative, onomatopoeia, simile, metaphor, parallel structure, rhetorical question); literary elements and devices (setting, theme, plot, character/characterization/character foil, conflict, irony, foreshadowing, point of view, flashback, symbol, motif, mood, tone); satire

Skills:
Students will be able to…

- Reading Skills:
  - How to identify the above rhetorical and literary terminology in speeches, essays and visual literacy texts, novels and plays
  - Discuss effects/purposes of these rhetorical/literary elements
  - Evaluation of how rhetorical/literary elements contribute to speaker's purpose/theme
- Writing Skills:
  - Demonstrate understanding and mastery of rhetorical/literary elements (device, purpose, appeal/tone)
  - Write a narrative to extend experiences/events from a text
  - Support the thesis with well-developed critique of the chosen element(s)
  - Write thesis/topic sentences that clearly state the device, purpose, appeal/tone
  - Embed at least two quotations per paragraph with highly appropriate selections

- Evaluate quotations and details that center upon the topic, with no distracting commentary
- Transition effectively to aid in progression of ideas, both between and within paragraphs

Standards:

Priority:

CC.1.2.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC 1.2.11–12.C – Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

C.1.2.11–12.F – Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.G – Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

C.1.2.11–12.H – Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

C.1.3.11–12.A – Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

C.1.3.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11–12.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11–12.A – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

C.1.4.11–12.B – Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C – Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.D – Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC1.4.11–12.E – Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G – Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.M – Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N – Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.Q – Write with an awareness of the stylistic aspects of writing.

CC.1.4.11–12.S – Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction

CC.1.4.11–12.T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Supporting:
CC.1.2.11–12.D – Evaluate how an author's point of view or purpose shapes the content and style of a text.
C.1.2.11–12.E – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11–12.J – Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.11–12.C – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
C.1.3.11–12.D – Evaluate how an author's point of view or purpose shapes the content and style of a text
CC.1.3.11-12.E – Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
CC.1.4.11–12.I – Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.4.11–12.J – Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
C.1.4.11–12.O – Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
C.1.4.11–12.P – Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CC.1.5.11–12.D – Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Acceptable Evidence:

Formative Assessment

- Novel comprehension checks

Summative Assessment

- Persuasive Product

Suggested Learning Experiences and Instruction

Learning Experiences:

- Notetaking
- Highlighting
- Close-reading

- Annotating texts for rhetorical elements
- Appropriate textual evidence
- Imitation writing
- Graphic organizers

Instructional Strategies:

- Direct instruction (developing thesis statements, topic sentences, embedding evidence)
- Deliberate practice
- Modeling
- Small-Group Activities
- Classroom discussions
- Scaffolding
- Summarization
- Access prior knowledge
- Mastery learning

Differentiation/Intervention/Enrichment Options:

- Visuals
- Graphic organizer
- Scaffolding
- Additional opportunities for practice
- Word Banks
- Reduced distractors

For Language Development:

- Pre-teach vocabulary terms
- Offer illustrations/visuals
- Paired work
- Use of graphic organizers
- Use of sentence starters and/or sentence frames

12th Grade English

Course Number:	(0210) (0220)
Course Level:	Honors Academic
Grade:	12
Time/Credit:	18 weeks, 1 credit
Development Date:	Summer – Fall 2026
School Board Approval:	Nov 2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Teaching and Learning Principles

1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
Therefore, we will help students activate prior knowledge, connect old and new information, learn new material, and use what they have learned in authentic situations.

2. Learning takes place when new information is linked with existing knowledge in meaningful ways.
Therefore, it is a priority that we ensure that students understand why we are learning the content. We will begin instruction with an anticipatory set that demonstrates relevancy to students, scaffold instruction to build on existing knowledge, and close lessons with activities that reinforce the connection and relevance of the material.

3. Learning involves connecting to the present, to the past, and to the possibilities of the future.
Therefore, we will make relevant connections to the real world and will provide opportunities for students to understand that the present connects to the past and affects the future.

4. Process and product are equally important in language and instruction.
Therefore, we will explicitly model self-reflection and self-assessment and will provide opportunities for self-evaluation and prompt, candid feedback. Our students will receive regular and specific feedback related to progress against standards and timely opportunities to use the feedback to re-do and improve.

5. Research shows active learning is essential.
Therefore, we will provide tasks that require meaningful use of knowledge: analyzing perspectives, supporting opinions, investigating, solving problems, making decisions, and inventing products.

6. Learning is a social activity. Our learning is intimately associated with our connection with other human beings.
Therefore, we will build relationships with and among our students by facilitating discussions, building empathy, and structuring a climate of intrinsic motivation.

7. Relevance is essential to learning; hence it is essential to teaching and assessing.
Therefore, learning will include real world exposure, cross-curricular connections, and high interest materials.

8. Learning is most effective when differences in learners' prior knowledge, interests, and strengths are accommodated.
Therefore, we will differentiate instruction and assessment to accommodate different learning styles and educational needs.

9. To maximize learning, learners need multiple opportunities to practice in a risk-free environment.
Therefore, we will provide a supportive environment based on self-discovery and the respectful exchange of ideas.

10. Motivation influences learning.
Therefore, we will work to stimulate students with tasks of optimal novelty and difficulty that are relevant to personal interests and provide personal choice and control.

11. Assessment is vital for learning.
Therefore, we will create a variety of differentiated assessments that measure knowledge, application, process and product, self-evaluation, and growth.

12. Technology should be an integral part of the student's experience, enhancing learning and the ability to express ideas.
Therefore, we will model and encourage the use of technology as a tool for instruction, research, application, and communication.

Enduring Understandings

Students will understand that:

Effective readers…

1…internalize appropriate reading strategies and use them when they interact with different types of text.
2…read critically across all genres and interpret an author's purpose and bias.
3…interpret, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.
4…extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
5…read fluently with understanding texts that are relevant to ability, interest, and purpose throughout their lives.
6…develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers…

1…communicate using appropriate forms for various purposes.
2…think, plan, draft, respond, revise, edit, and publish.
3…consider audience before and while writing.
4…employ proper mechanics, usage, and grammar.
5…reflect on their writing and strive to improve their writing skills.
6…develop their voice and style.

Effective researchers…

1…begin with essential guiding questions.
2…understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
3…select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance.
4…draw conclusions, create meaning, and construct new knowledge.
5…use information and technology ethically and responsibly by documenting sources appropriately.
6…apply research skills to authentic, real-world issues and contexts.

Effective communicators…

1…understand that communication is an exchange between the sender and the receiver.
2…adjust delivery skills to purpose, audience, and occasion.
3…select appropriate media to enhance presentations.
4…focus and negotiate in order to create valuable contributions.
5…are active, critical, and responsible listeners.
6… recognize that communication is essential to understanding themselves and others.

Essential Questions

Reading

1. Why read? What can I learn from print?
2. What do good readers do? What do I do when I do not understand everything in the text?
3. How do texts differ? How does what I read influence how I read it?
4. How does an author's use of literary devices enhance my understanding of a text?
5. What is an author saying and how do I know?
6. How do I know if my interpretation of a text is valid? What makes an interpretation stronger or weaker?
7. What insights about the world and human experience does literature reveal?
8. How does literature reveal us to ourselves?

Writing

1. Why do writers write?
2. How do writers begin?
3. What strategies should I use to craft effective writing?
4. How do I improve my writing through reflection and revision?
5. Why is it important to write well?
6. What are the different purposes for writing and how are they achieved?
7. What distinguishes good writing, and what makes it worth reading?

Research

1. Why research? What is the value of research?
2. What can be discovered/created through research?
3. How do I formulate effective guiding questions?
4. Where do I find relevant information? How can I use technology to help me?
5. How do I evaluate information to determine its quality and reliability?
6. What do I do if my research points me in a new direction?
7. How can I use the librarian to help me efficiently navigate the research process?
8. How do I know when I have enough information? What do I do with all of it?
9. Why do I give credit to my sources? How do I do that?
10. How will my researching skills enable me to be an agent of change?
11. How will research help me in the real world?

Communication

1. What is communication?
2. Why is effective communication important?
3. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
4. What media will best enhance a presentation?
5. In what ways is communication collaborative?
6. What makes a good listener?

Course of Study Overview – English 12

Desired Results

Course Description: The English 12 course is designed to hone students' critical reasoning skills to prepare them for post-secondary experiences. They will learn the value of literary analysis skills and examine how literature mimics the human experience across different perspectives, societies, and time periods. Students will examine the interrelationships that exist between text, self, and world. Students will gain a deep understanding of the connection between text and the human experience that justifies literature as a unique and important tool for examining and understanding humanity. They will demonstrate effective communication skills through a variety of mediums.

The Honors course of study includes variations in literature, materials, tasks, and assessments for honors level classes. Students in this course are expected to be avid readers and sophisticated writers able to move at an accelerated pace. In this course, students will seek and encounter challenging texts, discussions, and writing requirements that require deeper research and analytical skills.

Prerequisite: 0210 (Honors) – Honors English 11, *A* or *B* or teacher recommendation; Academic English 11, *A* or *A*- or teacher recommendation.

Committee Members**:** Dawn Curran, Nathan Harris, Serena Jimenez, Kimberly Klauder*, Melody Mullis*, Kate Rosselli, Nicole Saft, Zachary Sibel, Robert Trachtenberg, Bonnie Transue, Zachary Wilson, Lauren Woehr
*Lead teachers

Course Grading:
Marking Period 1: 45%
Marking Period 2: 45%
Final Exam: 10%

Pacing Guide

Content	Days
Unit 1 - Sophisticated Literary Devices	**16 days**
Review/Introduce Unit 1 terminology • Identify & Define • Analyze purpose in poetry, short stories, or excerpts	5 days
BOY Writing Sample	1 day
Teacher introduces first major work	3 days
Grammar concepts: accurate sentences structure with correct use of punctuation	4 days
Administer at least one building aligned literary terms formative assessment	2 days
Intervention and Enrichment	1 day
Common Summative Assessment	1 day
Unit 2 - Literary Framework & Perspectives	**38 days**
Introduce concept of literary lenses (common resources available)	4 days
Teach a selection of lenses	9 days
Guided practice applying lenses to literature and media	9 days
Administer at least one building aligned formative assessment where students practice applying a literary lens	2 days
Intervention and Enrichment	1 day
Introduce Common Summative 2 (Also serves as EOY Writing Sample)	1 day
Common Summative 2 Writing Process	10 days
Grammar concepts: misplaced/dangling modifier, active/passive voice, subject/verb agreement	3 days
Unit 3 - Text-to-World Connections	**33 days**
Review and practice writing effective theme statements	3 days
Teacher introduces frameworks for analyzing different forms of media (ex: art, film, music, etc.)	5 days
Guided practice pairing texts and pairing text with media • Writing shared theme statements • Analyzing the presence of the theme in each work	5 days
Students explore a variety of text and media to search for shared themes	6 days
Administer at least one building aligned formative assessment where students analyze a shared theme	2 days
Intervention and Enrichment	1 day
Introduce Common Summative 3 including presentation expectations	2 days
Common Summative 3 development workshop	5 days
Student presentations	5 days

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Software

NOVELS/MEMOIRS/DRAMAS

Title	**Author**
My Name is Asher Lev	Chaim Potok
The Odyssey	Emily Wilson; Fagles; Lattimore
*Their Eyes Were Watching God **	Zora Neale Hurston
Things Fall Apart	Chinua Achebe
*Siddhartha**	Hermann Hesse
Forgotten Fire	Adam Bagdasarian
Fahrenheit 451	Ray Bradbury
A Long Way Gone	Ishmael Beah
The Metamorphosis	Franz Kafka
"Oedipus Rex Trilogy"	Sophocles
"Death of a Salesman"	Arthur Miller
"All My Sons"	Arthur Miller
"Fences"	August Wilson
"*Master Harold*… and the boys"	Athol Fugard
"Pygmalion"	George Bernard Shaw

(**) an option only for Honors.

Academic English 12 – Students will read a minimum of 2 titles from the list above.
Honors English 12 – Students will read a minimum of 3 titles from the list above.

<u>Independent Reading Requirements</u>:
Academic English 12 – Students will read a minimum of 1 independently chosen title.
Honors English 12 – Students will read a minimum of 2 independently chosen titles.

Additional Suggested Resources:

Non Fiction

Title	**Author**
Selections from the *Literature & Composition* textbook	Carol Jago et al.
Current news and discussions from district approved media sources (*NYT, Wall Street Journal*, etc.)	

Short Stories/Poems/Essays

Title	**Author**
Selections from the *Literature & Composition* textbook	Carol Jago et al.
"Recitatif"	Toni Morrison
"Shaving"	Leslie Norris
"Journey"	Joyce Carol Oates
"The Use of Force"	William Carlos Williams
"A Wife's Story"	Ursula LeGuin
"In a Grove"	Ryūnosuke Akutagawa
"Araby"	James Joyce
"Eveline"	James Joyce
"A Very Old Man with Enormous Wings"	Gabriel José García Márquez
"Once Upon a Time"	Nadine Gordimer
"How to Tell a True War Story"	Tim O'Brien
"The Things They Carried"	Tim O'Brien
"The Case for Working With Your Hands"	Matthew Crawford
"Kaffir Boy," an excerpt	Mark Mathabane's memoir *Kaffir Boy*
"Sunday on the Park"	Bel Kaufman
"Quality Street"	Chimamanda Adichie
"The Machine Stops"	E. M. Forster
Classic Fairytales	
"Beowulf"	Burton Raffel
"Fall of the House of Usher"	Edgar Allen Poe
"The Rocking Horse Winner"	D. H. Lawrence
"Two in One"	Flann O'Brian

Videos/Films/Resources

Title	
Fences, dir. Denzel Washington	2016 film
Death of a Salesman, dir. Volker Schlöndorff	1985 film
Cry Freedom, dir. Richard Attenborough	1987 film

Their Eyes Were Watching God, dir. Darnell Martin	2005 film
American Masters: The Ground on Which I Stand, dir. Sam Pollard	2015 film
Master Harold…and the Boys, dir. Lonny Price	2010 film
The Metamorphosis, dir. Chris Swanton	2012 film
Life is Beautiful, dir. Roberto Beneigni	1997 film

Unit 1 – "Sophisticated Literary Devices"

Desired Results

Essential Questions:

1. What do effective readers do? What do I do when I do not understand everything in the text?
2. Why do writers write?
3. What strategies should I use to craft effective writing?
4. What are the different purposes for writing and how are they achieved?
5. What distinguishes good writing, and what makes it worth reading?
6. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?

Enduring Understandings:

Effective readers will...

- read critically across all genres and interpret an author's purpose and bias.
- interpret, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.

Effective writers will…

- communicate using appropriate forms for various purposes.
- Brainstorm, think, plan, draft, respond, revise, and edit.
- consider audience before and while writing.
- employ proper mechanics, usage, and grammar.
- reflect on their writing and strive to improve their writing skills.
- develop their voice and style.

Effective communicators will...

- adjust delivery skills to purpose, audience, and occasion.
- be active, critical, and responsible listeners.
- recognize that communication is essential to understanding themselves and others.

Knowledge:

Students will know…

- meaning of sophisticated literary devices *(leveled lists and formative/summative assessments provided).*

Skills:

Students will be able to…

- identify sophisticated literary devices within a variety of text types.
- explain the impact of literary devices within a text.
- analyze the impact of author's choices.
- evaluate how author's POV or purpose shapes the content and style of the text.
- identify effect/function of words and phrases.
- use textual evidence to support analysis of text both explicitly and implicitly.
- effectively participate in collaborative discussions.
- demonstrate facility with conventions of English language.

Standards:

Priority:

CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.2.11–12.L Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Supporting:

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F Evaluate how words and phrases shape meaning, mood, and tone in texts.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.K Establish and maintain an appropriate style and tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

Acceptable Evidence:

Formative Assessment

- Formative pre-tests, and formative pre-summative assessments
- Poem/short-story annotation(s) for devices and meaning
- Literary Terms Posters – include textual evidence, analysis, and visual element
- Comprehension questions after X# of chapters/pages of text

Summative Assessment

- *Required District Common Assessment Unit #1- Literary Devices: summative assessment (Honors, Academic, and Adapted Academic).*

Suggested Learning Experiences and Instruction

Learning Experiences:

- Close reading/annotation of text on a variety of types of texts
- Literary Terms Posters
- Search, find, and create examples of devices
- SOAPSTone analysis of texts

Instructional Strategies:

- Direct instruction and review of devices
- Modeling of text analysis to identify devices and analyze their impact
- Partnered poetry/short story analysis to identify and analyze impact of devices
- Literary terms “Speed Dating”
- Kahoot! review of terms

Differentiation/Intervention/Enrichment Options:

- Differentiated term lists for honors and academic classes
- Different primary texts for analysis
- Students in need of intervention (can be done during various times including Lunch & Learn) can utilize TedEd videos and YouTube videos.
- Students who have achieved mastery will explore the use of additional terms beyond the required lists.

For Language Development:

- Pre-teach vocabulary terms
- Offer illustrations/visuals

- Paired work
- Use of sentence starters and/or sentence frames

Unit 2 – "Literary Frameworks and Perspectives"

Desired Results

Essential Questions:

1. Why read? What can I learn from literature?
2. What insights about the world and human experience does literature reveal?
3. How does literature reveal us to ourselves?
4. How does perspective effect interpretation?
5. What strategies should I use to craft effective writing?
6. How do I improve my writing through reflection and revision?
7. What are the different purposes for writing and how are they achieved?
8. How do I formulate effective guiding questions?
9. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?

Enduring Understandings:

Effective readers will...

- read critically across all genres and interpret an author's purpose and bias.
- extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
- develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers will...

- communicate using appropriate forms for various purposes.
- brainstorm, think, plan, draft, respond, revise, edit, and publish.
- consider audience before and while writing.
- employ proper mechanics, usage, and grammar.
- reflect on their writing and strive to improve their writing skills.
- develop their voice and style.

Effective researchers will...

- draw conclusions, create meaning, and construct new knowledge.
- use information and technology ethically and responsibly by documenting sources appropriately.

Effective communicators will...

- understand that communication is an exchange between the sender and the receiver.
- are active, critical, and responsible listeners.

Knowledge:

- Literary frameworks and perspectives such as (*Honors must teach 3; Academic must teach 2)*
  - Deconstructive
  - Formalist
  - Historical
  - Archetypal
  - African American
  - Feminist
  - Marxist
  - Psychoanalytical

    - Reader-Response
- Proper MLA styling

- Grammar
    - Sentence structure
    - Proper punctuation

Skills:
Students will be able to…

- identify, analyze, and explain recursive literary terms introduced in Unit 1 with addition of context.
- identify assorted literary Frameworks.
- present information to convey a distinct perspective.
- utilize textual evidence to support a claim.
- revise and edit their own writing.
- meet and use MLA standards and expectations.
- demonstrate facility with conventions of the English language:
    - recursive grammar skills from previous courses
    - sentence structure
    - proper punctuation

Standards:
Priority:
CC.1.3.11–12.K Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Supporting:
CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs

CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.K Establish and maintain an appropriate style and tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add and then evaluate how rhetoric affects the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.5.11-12.B Evaluate how rhetoric affects the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Acceptable Evidence:

Formative Assessment

- formative feedback using the thesis, introductory paragraph, and body paragraph rubrics.
- Building based Unit #2 Common Formative on Literary Frameworks and Perspectives.
- Written response – for example: how does text's character demonstrate characteristics of specific archetype OR how does text demonstrate stages of hero's journey, epic hero cycle, or other plot archetype?
- Quote selection – choose quotes of significance and explain how they represent/relate to literary frameworks
- Annotate short stories/pieces for Literary Frameworks or Perspectives
- Reading quizzes

Summative Assessment

- *Required District Literary Analysis for Unit #2 scored using the CBSD Literary Analysis Rubric.*
- Short written responses—for example: how does a character demonstrate characteristics of specific archetype OR how does a text demonstrate stages of hero's journey, epic hero cycle, or other plot archetype?

Suggested Learning Experiences and Instruction

Learning Experiences

- Direct instruction on Literary Frameworks (Academic must have 2; Honors must have 3)
- Direct instruction on the course text to be used for this assessment
- Direct instruction in crafting a Literary Analysis
- Close reading/annotation

- Direct instruction on MLA
- Conferencing with students during the writing process

Instructional Strategies

- Use of Edpuzzles:
  - Explicit vs. Implicit Meaning Edpuzzle – this task will help students to understand the implicit meaning of words and how to employ that strategy.
  - Textual Evidence Edpuzzle – This task will enhance students' understanding of the effectiveness of the use of well- chosen textual evidence to support an author's purpose
- Modeling or samples of thesis statements, introductions, and body paragraphs
  - UTA Libraries—Literary Criticism
- Use of graphic organizers
- Conferencing with students at various stages of drafting

Differentiation/Intervention/Enrichment Options

- Differentiation is provided through the choice of text and the choice of Literary Framework to explore.
- Students in need of intervention (can be done during various times including Lunch & Learn)
  - will conference with the teacher for specific and differentiated feedback on the areas that are lacking.
  - will use this video if they are in need of support with MLA citation.
  - will use this clip if they are in need of using and analyzing quotations.
  - will view this clip if they are in need of support with the use of using and analyzing quotations.
  - will use this video for re-teaching if they need support with transition sentences.
- Students who have met mastery will access the Literature Resource Center (Provided from the Gale Research Database). This source offers students mentor lit analysis documents that are published scholarly works. Students will:
  - read several of these works and note how the authors include secondary sources in their analysis.
  - find at least one secondary source and use it within the body paragraph for further support.

For Language Development

- Use of models
- Use of graphic organizers
- Use of sentence starters and/or sentence frames

Unit 3 – "Text-to-World Connections"

Desired Results

Essential Questions:

1. Why read? What can I learn from print?
2. What do good readers do? What do I do when I do not understand everything in the text?
3. How do texts differ? How does *what* I read influence *how* I read it?
4. What insights about the world and human experience does literature reveal?
5. How does literature reveal us to ourselves?
6. Why do writers write?
7. What strategies should I use to craft effective writing?
8. What are the different purposes for writing and how are they achieved?
9. What can be discovered/created through research?
10. Where do I find relevant information? How can I use technology to help me?
11. How do I evaluate information to determine its quality and reliability?
12. What do I do if my research points me in a new direction?
13. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
14. What media will best enhance a presentation?

Enduring Understandings:

Effective readers will...

- internalize appropriate reading strategies and use them when they interact with different types of text.
- read critically across all genres and interpret an author's purpose and bias.
- extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
- read fluently with understanding texts that are relevant to ability, interest, and purpose throughout their lives.
- develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers will...

- communicate using appropriate forms for various purposes.
- Brainstorm, think, plan, draft, respond, revise, edit, and publish.
- consider audience before and while writing.
- employ proper mechanics, usage, and grammar.
- reflect on their writing and strive to improve their writing skills.
- develop their voice and style.

Effective researchers will...

- begin with essential guiding questions.
- understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
- select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance.
- draw conclusions, create meaning, and construct new knowledge.
- use information and technology ethically and responsibly by documenting sources appropriately.
- apply research skills to authentic, real-world issues and contexts.

Effective communicators will...

- understand that communication is an exchange between the sender and the receiver.
- adjust delivery skills to purpose, audience, and occasion.
- select appropriate media to enhance presentations.
- focus and negotiate to create valuable contributions.
- be active, critical, and responsible listeners.
- recognize that communication is essential to understanding themselves and others.

Knowledge:
Students will know…

- author's purpose
- audience
- defining group or idea a speaker addresses or refers to
- author's attitude toward subject, idea, event, person, etc.
- grammar:
  - recursive punctuation skills to improve sentence structure
  - parallel structure
  - active/passive voice
  - proper MLA citation

Skills:
Students will be able to…

- identify, analyze, and explain the following:
  - story unity- theme
  - word choice and connotation
  - identifying tone
  - author's purpose
- identify and analyze relationships between two or more works (which includes literary fiction, nonfiction, and multimedia) re: themes or central ideas
- gather and assess relevant information from multiple authoritative sources
- identify numerous points of comparison and contrast between works in a variety of genres
- effectively participate in collaborative discussions
- MLA standards and expectations
- write routinely over short and extended time frames
- demonstrate facility with conventions of English language:
  - recursive punctuation skills to improve sentence structure
  - parallel structure
  - active/passive voice

Standards:

Priority:

CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.

CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.2.11–12.L Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Supporting:
CC.1.3.11–12.B / CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.K Establish and maintain an appropriate style and tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade level reading standards for literature and literary non-fiction.
CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11-12.D Use varied syntax to link the major sections of the text to impact meaning; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Acceptable Evidence:

Formative Assessment

- Art Formative
- Use *Lit & Comp* textbook to model compare/contrast (pp. 42-57). Students choose from a limited selection of related short works to compare and contrast using similar chart format from p. 50. (Example of related works with follow-up questions)
- Paired nonfiction work with literature to identify common themes
- Reader response and personal connections/analogies

Summative Assessment

- *Required District Summative Assessment for Unit #3: presentation and written composition; scored using the Final Unit #3 Summative Assessment Rubric .*
- Short writing pieces/connections

Suggested Learning Experiences and Instruction

Learning Experiences

- District Summative Assessment for Unit #3 (formerly Core #2)
- Direct instruction using Purdue Owl Writing Lab MLA resources
- Direct instruction on the course text to be used for this assessment
- Direct instruction on presentation speaking skills
- Conferencing with students during the writing process

Instructional Strategies

- Resources from Philadelphia Museum of Art: "Looking to Write, Writing to Look"
- Observe film adaptations for comparison
- Use of current events to apply to thematic concepts in our texts.
- Practice with comparing two short works
- Modeling or samples of thesis statements/OM
- Modeling and practice with presentation skills with direct feedback
- Conferencing with students

Differentiation/Intervention/Enrichment Options

- Differentiation is provided through the choice of core text, secondary works, and the student identified thematic message.
- Students in need of intervention (can be done during various times including Lunch & Learn) will:
  - conference with the teacher for specific and differentiated feedback on the areas that are lacking.
  - practice presenting in small groups and be provided with clear and direct feedback.
- Students who have met mastery will:
  - be challenged to make additional connections/extensions beyond the required.
  - be encouraged to make personal and anecdotal connections to the thematic message.

For Language Development:

Encourage the use of world language films and multicultural art

- Paired work
- Use of graphic organizers
- Use of sentence starters and/or sentence frames



AP English Language and Composition

Course Number:	0110
Course Level:	Advanced Placement
Grade:	11
Time/Credit:	18 weeks/1 credit
Development Date:	Summer – Fall 2026
School Board Approval:	Nov 2026

Central Bucks School District
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Doylestown, PA 18901

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Teaching and Learning Principles

1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
Therefore, we will help students activate prior knowledge, connect old and new information, learn new material, and use what they have learned in authentic situations.

2. Learning takes place when new information is linked with existing knowledge in meaningful ways.
Therefore, it is a priority that we ensure that students understand why we are learning the content. We will begin instruction with an anticipatory set that demonstrates relevancy to students, scaffold instruction to build on existing knowledge, and close lessons with activities that reinforce the connection and relevance of the material.

3. Learning involves connecting to the present, to the past, and to the possibilities of the future.
Therefore, we will make relevant connections to the real world and will provide opportunities for students to understand that the present connects to the past and affects the future.

4. Process and product are equally important in language and instruction.
Therefore, we will explicitly model self-reflection and self-assessment and will provide opportunities for self-evaluation and prompt, candid feedback. Our students will receive regular and specific feedback related to progress against standards and timely opportunities to use the feedback to re-do and improve.

5. Research shows active learning is essential.
Therefore, we will provide tasks that require meaningful use of knowledge: analyzing perspectives, supporting opinions, investigating, solving problems, making decisions, and inventing products.

6. Learning is a social activity. Our learning is intimately associated with our connection with other human beings.
Therefore, we will build relationships with and among our students by facilitating discussions, building empathy, and structuring a climate of intrinsic motivation.

7. Relevance is essential to learning; hence it is essential to teaching and assessing.
Therefore, learning will include real world exposure, cross-curricular connections, and high interest materials.

8. Learning is most effective when differences in learners' prior knowledge, interests, and strengths are accommodated.
Therefore, we will differentiate instruction and assessment to accommodate different learning styles and educational needs.

9. To maximize learning, learners need multiple opportunities to practice in a risk-free environment.
Therefore, we will provide a supportive environment based on self-discovery and the respectful exchange of ideas.

10. Motivation influences learning.
Therefore, we will work to stimulate students with tasks of optimal novelty and difficulty that are relevant to personal interests and provide personal choice and control.

11. Assessment is vital for learning.
Therefore, we will create a variety of differentiated assessments that measure knowledge, application, process and product, self-evaluation, and growth.

12. Technology should be an integral part of the student's experience, enhancing learning and the ability to express ideas.
Therefore, we will model and encourage the use of technology as a tool for instruction, research, application, and communication.

Enduring Understandings

Students will understand that:

Effective readers…

1…internalize appropriate reading strategies and use them when they interact with different types of text.
2…read critically across all genres and interpret an author's purpose and bias.
3…interpret, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.
4…extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
5…read fluently with understanding texts that are relevant to ability, interest, and purpose throughout their lives.
6…develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers…

1…communicate using appropriate forms for various purposes.
2…think, plan, draft, respond, revise, edit, and publish.
3…consider audience before and while writing.
4…employ proper mechanics, usage, and grammar.
5…reflect on their writing and strive to improve their writing skills.
6…develop their voice and style.

Effective researchers…

1…begin with essential guiding questions.
2…understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
3…select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance.
4…draw conclusions, create meaning, and construct new knowledge.
5…use information and technology ethically and responsibly by documenting sources appropriately.
6…apply research skills to authentic, real-world issues and contexts.

Effective communicators…

1…understand that communication is an exchange between the sender and the receiver.
2…adjust delivery skills to purpose, audience, and occasion.
3…select appropriate media to enhance presentations.
4…focus and negotiate in order to create valuable contributions.
5…are active, critical, and responsible listeners.
6… recognize that communication is essential to understanding themselves and others.

Essential Questions

Reading

1. Why read? What can I learn from print?
2. What do good readers do? What do I do when I do not understand everything in the text?
3. How do texts differ? How does what I read influence how I read it?
4. How does an author's use of literary devices enhance my understanding of a text?
5. What is an author saying and how do I know?
6. How do I know if my interpretation of a text is valid? What makes an interpretation stronger or weaker?
7. What insights about the world and human experience does literature reveal?
8. How does literature reveal us to ourselves?

Writing

1. Why do writers write?
2. How do writers begin?
3. What strategies should I use to craft effective writing?
4. How do I improve my writing through reflection and revision?
5. Why is it important to write well?
6. What are the different purposes for writing and how are they achieved?
7. What distinguishes good writing, and what makes it worth reading?

Research

1. Why research? What is the value of research?
2. What can be discovered/created through research?
3. How do I formulate effective guiding questions?
4. Where do I find relevant information? How can I use technology to help me?
5. How do I evaluate information to determine its quality and reliability?
6. What do I do if my research points me in a new direction?
7. How can I use the librarian to help me efficiently navigate the research process?
8. How do I know when I have enough information? What do I do with all of it?
9. Why do I give credit to my sources? How do I do that?
10. How will my researching skills enable me to be an agent of change?
11. How will research help me in the real world?

Communication

1. What is communication?
2. Why is effective communication important?
3. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
4. What media will best enhance a presentation?
5. In what ways is communication collaborative?
6. What makes a good listener?

AP English Language and Composition

Desired Results

Course Description: AP English Language and Composition cultivates college-level reading, analysis, and writing skills. Students analyze and compose evidence-based arguments; perform rhetorical analysis of nonfiction texts; and synthesize information from multiple sources, including visual and quantitative texts. The course emphasizes rhetorical situation, claims and evidence, reasoning and organization, and style, preparing students for the AP Exam and for introductory college composition.

Prerequisite: B grade or better in English 10 or recommendation of 10th grade English teacher.

Committee Members: Kelsey Hughes*, Will Melvin*, Colleen Remar, Kate Rosselli, Aubrey Sebestyen, Jeanine Waldron
*Lead teachers

Acceptable Evidence

Summative Assessments include timed AP-style rhetorical analysis essays; timed AP-style argument essays; timed AP-style synthesis essays; processed writing pieces (argument, analysis, and synthesis); as well as grammar, vocabulary, and rhetoric quizzes.

Course Grading

Marking Period 1	45%
Marking Period 2	45%
Final Exam	10%

AP English Language & Composition – Pacing Guide

Content	Days
Unit 1 – Introduction to Rhetoric and Analysis (4-5 weeks)	**26**
Review the rhetorical triangle and the three appeals; read prose pieces (speeches, articles, letters) and examine these rhetorical devices	4
Review syntax terms; read prose pieces (speeches, articles, letters) and examine these rhetorical devices	2
Discuss patterns of development and organization; read prose pieces (speeches, articles, letters) and examine these rhetorical devices	1
Provide notes on diction and tone; read prose pieces (speeches, articles, letters) and examine these rhetorical devices	3
Review figurative language; read prose pieces (speeches, articles, letters) and examine these devices	1
Review introduction paragraph structure (lead, bridge, main point, thesis); have students complete their draft of an introduction	1
Review body paragraph structure (topic sentence + transition, evidence, analysis, and concluding sentence); have students complete their draft of a body paragraph	2
Review conclusion strategies and purpose; have students complete their draft of a conclusion	1
Editing and revision strategies	1
Review timed writing for the AP test and how to apply that knowledge through practice essays	1
Timed writing practice and multiple-choice progress checks (happens throughout the unit at teacher discretion)	3
Drafted rhetorical analysis writing	3
Intervention and Enrichment	1
Common summative: Analysis assessment	2
Unit 2 – Argument (4-5 weeks)	**23**
Review Classical Argument structure (introduction, narrative, confirmation paragraph, refutation, and conclusion)	1
Apply Classical Argument structure to AP-style prompts	5
Review other ways to organize an argument essay (point-counterpoint, concede first, organizing by example, etc.)	2
Read opinion editorials and analyze the elements of argument and style	3
Draft processed argument writing	4
Review logical fallacies	1
Timed writing practice and multiple-choice progress checks (happens throughout the unit at teacher discretion)	3
Intervention and Enrichment	2
Common Summative: Argument assessment	2
Unit 3 – Synthesis (2-3 weeks)	**17**
Introduce the synthesis genre and provide AP examples	1

Review how to summarize sources	1
Provide notes and examples on how to use sources for support in a paragraph	3
Discuss how to use visuals and data effectively in paragraphs	2
Draft processed synthesis writing piece	4
Timed writing practice and multiple-choice progress checks (happens throughout the unit at teacher discretion)	3
Intervention and Enrichment	1
Common summative: Synthesis assessment	2
Unit 4 - College Essay (2 weeks)	**13**
Read and analyze sample college essays with attention to audience and stylistic technique	3
Brainstorm ideas	2
Compose rough draft	2
Allow time for teacher feedback (whether in print commentary or conferencing) and student revision based on teacher feedback.	3
Intervention and Enrichment	1
Common summative: College Essay	2
Unit 5 Enrichment – (3-4 weeks) **The sequence and completeness of this unit is dependent on school and students' needs.**	**11**
Engage in literature exploration, whether through whole-class or independent study	11
Explore satirical elements and/or propaganda techniques in a variety of media	
Participation in project-based learning to reinforce course content	

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines whether a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Software

Textbook:
The Language of Composition: *Reading, Writing, Rhetoric*
by Lawrence Scanlon, Renee H. Shea, and Robin Dissin Aufses

Commonly Used Fictional Texts:

- *1984*-George Orwell
- *Macbeth*-William Shakespeare
- *Gulliver's Travels*-Jonathan Swift
- *Brave New World*-Aldous Huxley

Nonfiction Texts:

As per the AP Language and Composition Course Overview from the College Board, because the discipline is vast, valuable written, spoken, and visual rhetoric is always being created. There should be no implication that any texts, authors, or speakers are better suited for study than others. There are many excellent texts, both historical and contemporary, that support the critical reading and analysis required for this course.

Summer Reading
This course has a summer reading requirement developed each year by building.

The number of works appropriate for study in this course is vast, and new course appropriate texts are published each year. Authors and titles of study may include but are not limited to the following:

- *Columbine* – Dave Cullen
- *Eating Animals* – Jonathan Safran Foer
- *Between the World and Me* –Ta-Nehisi Coates
- *Educated* – Tara Westover
- *Minor Feelings* – Cathy Park Hong
- *Killers of the Flower Moon* – David Grann
- *Lab Girl* – Hope Jahren
- *The Immortal Life of Henrietta Lacks*- Rebecca Skloot
- *Born a Crime*- Trevor Noah
- *Devil in the White City*- Erik Larson
- *Stiff*- Mary Roach
- *Outliers*- Malcolm Gladwell
- *Accountable*- Dashka Slater
- *The Overachievers*- Alexandra Robbins
- *Into Thin Air*- John Krakauer
- *Careless People: A Cautionary Tale of Power, Greed, and Lost Idealism*-Sarah Wynn-Williams
- *Unfair: The New Science of Criminal Injustice* - Adam Benforado
- *Algospeak: How Social Media is Transforming the Future of Language* - Adam Aleksic
- *Because Internet: Understanding the New Rules of Language* - Gretchen McCulloch
- *Revenge of the Tipping Point: Overstories, Superspreaders, and the Rise of Social Engineering*- Malcolm Gladwell
- *Pandemic: Tracking Contagions, from Ebola to Cholera and Beyond* - Sonia Shah
- *Andy Warhold Was a Hoarder: Inside the Minds of History's Great Personalities* – Claudia Kalb
- *Just Mercy: A Story of Justice and Redemption* – Bryan Stevenson

The above is not an exhaustive list. It is simply an example of the kinds of texts and authors who are frequently represented on the test and in AP classroom materials and that teachers may consider using in the course.

Unit 1 – Introduction to Rhetoric

Desired Results

Essential Questions:

- How does the rhetorical situation shape effective writing?
- How do writers use rhetorical choices to achieve their purpose?

Enduring Understandings:

Students will understand that…

- Individuals write within a particular situation and make strategic writing choices based on that situation.
- Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Knowledge:

Students will know…

- **Writing terms:** Introduction (lead, bridge, main points, thesis); body paragraph (topic sentence, transitions, embedded quotations, analysis/commentary, concluding sentence); conclusion
- **Rhetorical analysis terms:** Rhetorical Triangle, ethos, logos, pathos, tone, diction, syntax, patterns of development

Skills:

Students will be able to…

- plan and outline an academic essay.
- draft an introductory paragraph.
- select appropriate evidence for an academic essay.
- write body paragraphs with effective evidence and commentary.
- compose an effective conclusion.
- revise an essay for academic structures.
- break a text into its fundamental parts, noticing the strategical "moves" a speaker/writer makes.
- examine nonfiction texts (visual, informational, persuasive).
- analyze the rhetorical strategies a speaker makes to achieve their purpose, including appeals, diction, syntax, and patterns of development.
- write a rhetorical analysis essay.

Standards:

Priority:

CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Supporting:
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. · Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. · Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Acceptable Evidence:

Formative Assessment

- Drafts of the practice writing
- Individual writing conferences
- AP Classroom multiple choice quizzes

Summative Assessment

- Analysis assessment
- Other summative assessments as determined by the teacher

Suggested Learning Experiences and Instruction

Learning Experiences:

- Use an AP prompt as a guiding structure for the unit; use that prompt to model how to break down text, structure an essay, and compose the essay.
- Discuss the AP prompt in class, break down author strategies, and discuss the possible analytical tracts to follow for the essay.

- Provide students with possible content focuses for the essay so they can focus on applying the writing skills for this unit.
- Provide students with your own models of how to break down the prompt; include your own models for a proper introduction, body paragraph, and conclusion.
- Allow students to read, rank, and annotate model pieces and emulate their choices in their own writing.
- Give students time in class to construct their own practice pieces, focusing on feedback on intros, body paragraphs, and conclusions.
- Use a variety of nonfiction texts—visual, informational, persuasive—to teach the rhetorical terms and devices.
- Meet one-on-one with students to provide feedback on their writing.

Instructional Strategies:

- Model for students how to break down texts for rhetorical analysis by chronology (the order the author moves in) and by element or strategy.
- Provide 3-5 concrete strategies for leads; point out the importance of main ideas in an intro; review the importance of a thesis statement and its parts.
- Highlight for students the structure of a body paragraph: topic sentence, evidence, commentary/analysis, closing sentence. Stress this process happens more than once in a paragraph.
- Show students how to embed textual evidence in multiple ways to combine evidence and analysis.
- Review that transitions are needed between body paragraphs and within body paragraphs; give students a list of transition strategies to emphasize their intention.
- Share with students that strong conclusions echo the lead, think universally, ask questions, and find a meaningful way to bring the writing to a close.
- Point out the differences between editing and revising.
- Highlight grammatical concepts that help with fundamental academic writing: colons, semicolons, coordinating and subordinating conjunctions, proper comma usage, participial phrases, etc.
- Review the triangle—audience, speaker, and subject—and discuss it as a foundational aspect of rhetoric.
- Discuss the appeal—ethos, logos, and pathos—and review how each appeal functions and how each appeal cna be used for specific audiences and purposes.
- Examine diction levels and their connection to tone, audience, and purpose.
- Break down syntax terms and their effect on audiences and purposes.
- Unpack patterns of development—compare/contrast, process analysis, narration, cause/effect, etc.--and their impact on specific audiences and purposes.
- Break the unit down into various “levels” of analysis – rhetorical appeals, diction (word-level), syntax (sentence-level), and patterns of development (paragraph-level).

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for written responses and for larger writing assignments.

- Students can be provided specific annotation guidelines, comprehension questions, and article “look fors” when reading articles in this unit. These articles can also be chunked and modified for length.
- Enrichment option: Students can be tasked with independent research on topics of interest covered in this unit.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students’ first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student’s first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student’s first language can be used in the presentation of new information.

Unit 2 – Argument

Desired Results

Essential Questions: How do writers use rhetorical choices to achieve their purpose?

Enduring Understandings:
Students will understand that…

- Individuals write within a particular situation and make strategic writing choices based on that situation.
- Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Knowledge:
Students will know…

- Vocabulary:
    - Stance (thesis)
    - Claim (topic sentence)
    - Concrete evidence
    - Line of reasoning
- Ways to Organize the argument essay
    - Classical Argument
    - Other ways to organize an argument, such as: Modified Classical Argument, Concede First, Point-Counterpoint, and Argue by Example

Skills:

Students will be able to…

- Interpret an argument prompt and craft an essay that responds to the prompt question
- Write an argument essay replete with a clear stance, organized line of reasoning, concrete evidence, and commentary (explanations of how their evidence proves their claim)

Standards:

Priority:

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. · Introduce the precise, knowledgeable claim.
CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create

cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. · Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. · Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Supporting:
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

Acceptable Evidence

Formative Assessments

- AP Classroom multiple choice quizzes
- Practice argument paragraphs
- Practice timed AP essays
- Individual writing conferences

Summative Assessment

- Argument assessment
- Other summative assessments as determined by the teacher

Suggested Learning Experiences and Instruction

Learning Experiences:

- Use an AP prompt as a guiding structure for the unit; use that prompt to model how to break down text, structure an essay, and compose the essay
- Read and annotate pieces for claims, counterclaims, rebuttals
- Gallery walk/Whiteboard activity to practice responding to prompts with specific examples
- Use a mnemonic device to generate evidence in responding to a prompt (CHORES, SSS, etc.)
- Consider how visuals make a claim and how visual evidence support that claim
- Practice writing in different argument forms (confirmation, point-counterpoint, etc.)
- Provide feedback on writing

Instructional Strategies:

- Consider with pro/con lists; consider both sides of an issue to help develop claims
- Model taking a stance instead of remaining neutral or restating the prompt and reinforcing that in topic sentences

- Discuss how to generate different types of evidence, including science, sports, fiction, personal experience, etc.
- Instruct in fallacies
- Practice classical model of argument
- Instruct in alternative forms of argument as time allows

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.

Unit 3 – Synthesis

Desired Results

Essential Questions:

- How do authors use research and data to support their argument?

Enduring Understandings:

Students will understand that…

- Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.
- Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Knowledge:

Students will know…

- Vocabulary:
    - Synthesis
    - Stance (thesis)
    - Claim (topic sentence)
    - Counterclaim
    - Concrete evidence
    - Line of reasoning

Skills:

Students will be able to…

- read and summarize sources.
- synthesize sources for an original claim.
- draw conclusions based on sources.
- interpret data and examine its meaning.
- Interpret visuals and examine their meaning.
- plan an effective synthesis paragraph.

Standards:

Priority:

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. · Introduce the precise, knowledgeable claim.
CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. · Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. · Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Supporting:
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

Acceptable Evidence:

Formative Assessment

- Practice synthesis paragraphs
- Practice timed AP essays
- AP Classroom multiple choice quizzes

Summative Assessment

- Synthesis assessment
- Other summative assessments as determined by the teacher

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide students with a sample synthesis prompt and a sample synthesis essay to introduce the genre.
- Plan the unit through the lens of a theme (technology, gender, etc.) and have the articles and sources fit that theme.
- Give students two articles in class; have them read and summarize them; then, have them create a claim that connects the articles together as a way to practice synthesizing ideas.

- Distribute visual rhetoric examples that fit the theme of the unit; have students annotate the visuals and use them as support for a practice synthesis prompt.
- Provide students time in class to use the sources (articles and visuals) provided to write practice paragraphs.
- Give students charts, graphs, and data that fit the theme of the unit; have students study the data and make connections that support, contrast, and build on a synthesis prompt.
- Toward the end of the unit, give students an AP prompt and have them construct a collaborative outline as practice; provide feedback.
- Choose 2-3 AP prompts for students to use as practice synthesis writing.
- Provide students time in class to compose their drafted synthesis essays.

Instructional Strategies:

- Define the term "synthesis" as the blending of multiple ideas, thoughts, and sources into one coherent and original argument.
- Compare and contrast the argument and synthesis genres as a way to introduce the unit.
- Review with students the types of sources they'll see in the AP packet, including pro, con, neutral, data, and visual sources
- Discuss ways to organize synthesis essays (similar to argument) and ways to organize their paragraphs, focusing on blending *different* sources together to create an original and coherent argument.
- Review with students how to paraphrase, summarize, and directly quote sources.
- Define ways to use sources in writing: confirming a claim, confirming an abstract idea, refuting an idea, conceding a point, supplementing personal evidence, playing sources "off each other."
- Explain to students that that using the sources in a variety of ways can enhance the content, style, and effectiveness of a synthesis piece of writing.
- Remind students the importance of understanding sources before using them in their own writing.
- Discuss with students the importance of commenting on graphs, charts, and statistics and of telling the story behind the numbers.
- Point out that visual rhetoric and analysis comes in handy when examining the visual sources.

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.

- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.

Unit 4 – College Essay

Desired Results

Essential Questions:

- How can students' understanding of occasion and audience inform their writing of the college essay?
- How should students convey their character and best qualities through their writing?
- How can style enhance students' presentation of their character and qualities?
- How can a well-crafted hook succeed in engaging a reader?

Knowledge:

Students will know…

- Writing terms: hook, audience, occasion, transition

Skills:

Students will be able to…

- Select a prompt that best allows them to tell their story
- Plan and brainstorm their ideas
- Draft an introductory paragraph that works to hook the reader
- Develop their story and reflect on significance in order to convey their character to the college admissions counselor
- Revise effectively

Standards:

Priority:

- CC.:1.4.11-12.M: Write narratives to develop real or imagined experiences or events.
- CC.1.4.11-12O: Use narrative techniques such as dialogue, description, reflection, multiple, plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences of the events, settings, and/or characters.
- CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they bm1d on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what ls experienced, observed, or resolved over the course of the narrative.

Supporting:

- CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.4.11-12.Q: Write with an awareness of the awareness of the stylistic aspects of writing:
    - Use parallel structure.
    - Use various types of phrases and clauses to convey specific meanings and add variety and interest.
    - Use precise language; domain-specific vocabulary, and techniques, such as metaphor, simile, and analogy to manage the complexity of the topic.

- CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Acceptable Evidence:

Performance Tasks

- College essay in response to one of the Common Application prompts

Formative Assessment

- Brainstorming
- Essay draft

Summative Assessment

- Narrative essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Read sample college essays and critique for elements of style and development of reflection
- Present samples, both human and AI-generated; can students tell the difference? What's the importance of authenticity and voice in the college essay?
- Brainstorm ideas
- Draft
- Conference
- Peer edit

Instructional Strategies:

- Instruct in style: avoiding cliches
- Reminders about how diction creates tone; what tone does student write wish to create?
- Reminders about technique in hook (imagery, questions, anecdote, etc.)

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses.
- Students can be provided mentor texts and models for the written response.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.

- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.

AP English Literature and Composition

Course Number:	0200
Course Level:	Advanced Placement
Grade:	12
Time/Credit:	3 marking periods/1.5 credit
Development Date:	Summer – Fall 2026
School Board Approval:	Nov 2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Teaching and Learning Principles

1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
Therefore, we will help students activate prior knowledge, connect old and new information, learn new material, and use what they have learned in authentic situations.

2. Learning takes place when new information is linked with existing knowledge in meaningful ways.
Therefore, it is a priority that we ensure that students understand why we are learning the content. We will begin instruction with an anticipatory set that demonstrates relevancy to students, scaffold instruction to build on existing knowledge, and close lessons with activities that reinforce the connection and relevance of the material.

3. Learning involves connecting to the present, to the past, and to the possibilities of the future.
Therefore, we will make relevant connections to the real world and will provide opportunities for students to understand that the present connects to the past and affects the future.

4. Process and product are equally important in language and instruction.
Therefore, we will explicitly model self-reflection and self-assessment and will provide opportunities for self-evaluation and prompt, candid feedback. Our students will receive regular and specific feedback related to progress against standards and timely opportunities to use the feedback to re-do and improve.

5. Research shows active learning is essential.
Therefore, we will provide tasks that require meaningful use of knowledge: analyzing perspectives, supporting opinions, investigating, solving problems, making decisions, and inventing products.

6. Learning is a social activity. Our learning is intimately associated with our connection with other human beings.
Therefore, we will build relationships with and among our students by facilitating discussions, building empathy, and structuring a climate of intrinsic motivation.

7. Relevance is essential to learning; hence it is essential to teaching and assessing.
Therefore, learning will include real world exposure, cross-curricular connections, and high interest materials.

8. Learning is most effective when differences in learners' prior knowledge, interests, and strengths are accommodated.
Therefore, we will differentiate instruction and assessment to accommodate different learning styles and educational needs.

9. To maximize learning, learners need multiple opportunities to practice in a risk-free environment.
Therefore, we will provide a supportive environment based on self-discovery and the respectful exchange of ideas.

10. Motivation influences learning.
Therefore, we will work to stimulate students with tasks of optimal novelty and difficulty that are relevant to personal interests and provide personal choice and control.

11. Assessment is vital for learning.
Therefore, we will create a variety of differentiated assessments that measure knowledge, application, process and product, self-evaluation, and growth.

12. Technology should be an integral part of the student's experience, enhancing learning and the ability to express ideas.
Therefore, we will model and encourage the use of technology as a tool for instruction, research, application, and communication.

Enduring Understandings

Students will understand that:

Effective readers…

1…internalize appropriate reading strategies and use them when they interact with different types of text.
2…read critically across all genres and interpret an author's purpose and bias.
3…interpret, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.
4…extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
5…read fluently with understanding texts that are relevant to ability, interest, and purpose throughout their lives.
6…develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers…

1…communicate using appropriate forms for various purposes.
2…think, plan, draft, respond, revise, edit, and publish.
3…consider audience before and while writing.
4…employ proper mechanics, usage, and grammar.
5…reflect on their writing and strive to improve their writing skills.
6…develop their voice and style.

Effective researchers…

1…begin with essential guiding questions.
2…understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
3…select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance.
4…draw conclusions, create meaning, and construct new knowledge.
5…use information and technology ethically and responsibly by documenting sources appropriately.
6…apply research skills to authentic, real-world issues and contexts.

Effective communicators…

1…understand that communication is an exchange between the sender and the receiver.
2…adjust delivery skills to purpose, audience, and occasion.
3…select appropriate media to enhance presentations.
4…focus and negotiate in order to create valuable contributions.
5…are active, critical, and responsible listeners.
6… recognize that communication is essential to understanding themselves and others.

Essential Questions

Reading

1. Why read? What can I learn from print?
2. What do good readers do? What do I do when I do not understand everything in the text?
3. How do texts differ? How does what I read influence how I read it?
4. How does an author's use of literary devices enhance my understanding of a text?
5. What is an author saying and how do I know?
6. How do I know if my interpretation of a text is valid? What makes an interpretation stronger or weaker?
7. What insights about the world and human experience does literature reveal?
8. How does literature reveal us to ourselves?

Writing

1. Why do writers write?
2. How do writers begin?
3. What strategies should I use to craft effective writing?
4. How do I improve my writing through reflection and revision?
5. Why is it important to write well?
6. What are the different purposes for writing and how are they achieved?
7. What distinguishes good writing, and what makes it worth reading?

Research

1. Why research? What is the value of research?
2. What can be discovered/created through research?
3. How do I formulate effective guiding questions?
4. Where do I find relevant information? How can I use technology to help me?
5. How do I evaluate information to determine its quality and reliability?
6. What do I do if my research points me in a new direction?
7. How can I use the librarian to help me efficiently navigate the research process?
8. How do I know when I have enough information? What do I do with all of it?
9. Why do I give credit to my sources? How do I do that?
10. How will my researching skills enable me to be an agent of change?
11. How will research help me in the real world?

Communication

1. What is communication?
2. Why is effective communication important?
3. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
4. What media will best enhance a presentation?
5. In what ways is communication collaborative?
6. What makes a good listener?

Course of Study Overview - AP English Literature and Composition

Desired Results

Course Description: Advanced Placement English Literature and Composition is a rigorous, three marking period, college-level class. As the College Board explains, "The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, and drama) from various periods. Students engage in close reading and critical analysis to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works" (6).

Students also consider varied critical approaches to literary analysis to understand the social and historical contexts, values, and perspectives of literature.

This course has a summer reading requirement developed each year by building.

Prerequisite: B grade or better in English 11 or AP English Language or recommendation of 11th grade English teacher.

Committee Members: Tricia Conn*, Zach Sibel, Brett Vogelsinger
*Lead teacher

Acceptable Evidence

AP-style timed writing assessments (Poetry Analysis, Prose Fiction Analysis, Literary Argument); Unit essays and revised literary arguments; Multiple-choice and free-response assessments modeled on AP Exam question sets; Literary and/or textual analysis projects and presentations based on teacher-selected texts and/or prompts; • College Board AP Classroom Progress Checks (formative); Discussion (nongraded and/or graded, formative and/or summative)

Course Grading

Marking Period 1: 30%
Marking Period 2: 30%
Marking Period 3: 30%
Final Exam: 10%

AP English Literature and Composition – Pacing Guide

Content	136 Days
Unit 1 - Short Fiction 1	~9 class periods
Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)	1-2
Identify and describe specific textual details that convey or reveal a setting. (Skill 2.A)	1-2
Identify and describe how plot orders events in a narrative. (Skill 3.A)	1-2
Explain the function of a particular sequence of events in a plot. (Skill 3.B)	1-2
Identify and describe the narrator or speaker of a text. (Skill 4.A)	1-2
Identify and explain the function of point of view in a narrative. (Skill 4.B)	1-2
Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)	1-2
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 2 - Poetry 1	~9 class periods
Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)	1-2
Explain the function of structure in a text. (Skill 3.C)	1-2
Explain the function of contrasts within a text. (Skill 3.D)	1-2
Explain the function of specific words and phrases in a text. (Skill 5.B)	1-2
Identify and explain the function of a simile. (Skill 6.B)	1-2
Identify and explain the function of a metaphor. (Skill 6.B)	1-2
Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)	1-2
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 3 - Longer Fiction or Drama 1	~19 class periods
Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)	2
Explain the function of a character changing or remaining unchanged. (Skill 1.B)	2-3
Identify and describe specific textual details that convey or reveal a setting. (Skill 2.A)	2-3
Explain the function of a significant event or related set of significant events in a plot. (Skill 3.E)	2
Explain the function of conflict in a text. (Skill 3.F)	1-2
Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)	2
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1

Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	2
Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)	1
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 4 - Short Fiction 2	~16 class periods
Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)	1-2
Explain the function of contrasting characters. (Skill 1.C)	1-2
Describe how textual details reveal nuances and complexities in characters' relationships with one another. (Skill 1.D)	1-2
Explain the function of setting in a narrative. (Skill 2.B)	1-2
Describe the relationship between a character and a setting. (Skill 2.C)	1-2
Identify and describe how plot orders events in a narrative. (Skill 3.A)	1-2
Explain the function of contrasts within a text. (Skill 3.D)	1-2
Identify and describe the narrator or speaker of a text. (Skill 4.A)	1-2
Identify and explain the function of point of view in a narrative. (Skill 4.B)	1-2
Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. (Skill 4.C)	1-2
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (7.C)	1-2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	1-2
Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)	1
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 5 - Poetry 2	~16 class periods
Explain the function of structure in a text. (Skill 3.C)	2
Distinguish between the literal and figurative meanings of words and phrases. (Skill 5.A)	1-2
Explain the function of specific words and phrases in a text. (Skill 5.B)	1-2
Identify and explain the function of an image or imagery. (Skill 5.D)	1-2
Identify and explain the function of a metaphor. (Skill 6.B)	2
Identify and explain the function of personification. (Skill 6.C)	2

Identify and explain the function of an allusion. (Skill 6.D)	1
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	1-2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	1-2
Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)	1-2
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 6 - Longer Fiction or Drama 2	~19 class periods
Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)	1-2
Explain the function of contrasting characters. (Skill 1.C)	1-2
Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. (Skill 1.E)	2-3
Identify and describe how plot orders events in a narrative. (Skill 3.A)	1-2
Explain the function of a particular sequence of events in a plot. (Skill 3.B)	1-2
Explain the function of contrasts within a text. (Skill 3.D)	1-2
Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. (Skill 4.C)	2
Explain how a narrator's reliability affects a narrative. (Skill 4.D)	2
Identify and explain the function of a symbol. (Skill 5.C)	2
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	1-2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	1-2
Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)	1-2
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 7 - Short Fiction 3	~16 class periods
Explain the function of a character changing or remaining unchanged. (Skill 1.B)	1-2
Describe how textual details reveal nuances and complexities in characters' relationships with one another. (Skill 1.D)	1-2
Explain the function of setting in a narrative. (Skill 2.B)	1-2
Describe the relationship between a character and a setting. (Skill 2.C)	1-2
Identify and describe how plot orders events in a narrative. (Skill 3.A)	1-2

Explain the function of a particular sequence of events in a plot. (Skill 3.B)	1-2
Explain how a narrator's reliability affects a narrative. (Skill 4.D)	1-2
Identify and explain the function of a symbol. (Skill 5.C)	1-2
Identify and explain the function of an image or imagery. (Skill 5.D)	1-2
Identify and explain the function of a simile. (Skill 6.A)	1-2
Identify and explain the function of personification. (Skill 6.C)	1-2
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	1-2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	1-2
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 8 - Poetry 3	~16 class periods
Explain the function of structure in a text. (Skill 3.C)	2
Explain the function of contrasts within a text. (Skill 3.D)	1-2
Explain the function of specific words and phrases in a text. (Skill 5.B)	1-2
Identify and explain the function of a symbol. (Skill 5.C)	2
Identify and explain the function of a metaphor. (Skill 6.B)	1-2
Identify and explain the function of an allusion. (Skill 6.D)	1-2
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	2
Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)	1
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 9 - Longer Fiction or Drama 3	~16 class periods
Explain the function of a character changing or remaining unchanged. (Skill 1.B)	2-3
Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. (Skill 1.E)	2-3
Explain the function of a significant event or related set of significant events in a plot. (Skill 3.E)	2-3
Explain the function of conflict in a text. (Skill 3.F)	1-2
Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. (Skill 4.C)	2

Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1-2
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	2-3
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	2-3
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Software

The language below, from The College Board Advanced Placement English Literature and Composition course description, guides the selection of texts. According to the College Board course description, “The exam relies on texts from a variety of time periods. The exam includes a higher number of 20th-century and contemporary texts than texts published prior to the 20th century” (134). In keeping with this fact, the selection of texts for this course will evolve and become more contemporary over time.

The following two quotes from the College Board course description are also relevant to the selections of texts for the course:

“In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings” (9).

"AP is a choice for parents and students. Parents and students freely choose to enroll in AP courses....Over the course of their literature studies in secondary school, and by the end of their AP English Literature and Composition class, students should have studied a variety of texts by diverse authors from a variety of time periods ranging from the English Renaissance to the present....Issues that might, from a specific cultural viewpoint, be considered controversial, including depictions of nationalities, religions, ethnicities, dialects, gender, or class, are often represented artistically in works of literature. AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole" (115).

The number of works appropriate for study in this course is vast, and new, course-appropriate texts publish each year. Authors and titles studied follow requirements from the College Board and may include, but are not limited to, the following:

Textbook:

- Perrine’s Literature

Online Resource:

- AP Classroom, English Literature and Composition Guide

- AP Classroom Student-Facing Resources, Videos, and Progress Checks

Titles and Authors Frequently on the AP Literature Test and AP Classroom:

This is not an exhaustive list, simply examples of the kinds of texts and authors who are frequently represented on the test and in AP Classroom materials and that teachers may consider using in the course:

Poetry:

The *Perrine's Literature* textbook contains a plethora of poems and is particularly strong in the classics, including works by poets such as William Wordsworth, Percy Bysshe Shelley, John Donne, William Blake, Alfred Lord Tennyson, Walt Whitman, Anne Bradstreet and others. It also includes such 20th Century greats such as Robert Frost, Gwendolyn Brooks, Langston Hughes, Silvia Plath, e.e. cummings, Dudley Randall, and more.

Contemporary and living poets often appear in the AP Literature Test, and new poets publish each year. The following list exemplifies the type of contemporary and living poets whose work is consistent with the AP Literature and Composition course and exam.

Richard Blanco ("América," "Shaving," collected works)
Ada Limón ("Notes on the Below," "Instructions on Not Giving Up," collected works)
Maggie Smith ("Sky," "London Plane," collected works)
Arthur Sze (collected works)
Joy Harjo ("Once the World Was Perfect," "An American Sunrise")
Jose Olivarez ("(citizen)(illegal)," "Ode to Cheese Fries")
Li-Young Lee ("The Gift," "Immigrant Blues")
Nikki Giovanni ("Allowables," "Ego Tripping")
Clint Smith ("Counting Descent," "There Is a Lake Here")
Hanif Abdurriquib ("The Prestige," "It's Just that I'm Not Really Into Politics")
Gary Soto ("Oranges," "Evening on the Lawn")
Louise Gluck ("Midnight," "The School Children")
Billy Collins ("Weighing the Dog," "Budapest")
Mary Oliver ("The Black Walnut Tree," "The Summer Day")
Wislawa Szymborska ("A Word on Statistics," "The Terrorist, He Watches")

Drama:

Samuel Beckett (*Waiting for Godot*)
Lorraine Hansberry (*A Raisin in the Sun*)
Henrik Ibsen (*A Doll's House, Ghosts*)
William Shakespeare (*Hamlet, Othello*)
Sophocles (*The Theban Trilogy*)
Oscar Wilde (*The Importance of Being Earnest*)
August Wilson (*Fences, The Piano Lesson*)

Fiction:

Chinua Achebe (*Things Fall Apart*)
Margaret Atwood (*Alias Grace, The Handmaid's Tale*)
Jane Austen (*Pride and Prejudice, Emma*)
Don DeLillo (*White Noise*)
Charles Dickens (*Great Expectations, A Tale of Two Cities*)
Anthony Doerr (*All the Light We Cannot See, Cloud Cuckoo Land*)

Ralph Ellison (*Invisible Man*)
Ernest Hemingway (*The Old Man and the Sea, A Farewell to Arms*)
Zora Neale Hurston (*Their Eyes Were Watching God*)
James Joyce (*Dubliners, A Portrait of the Artist as a Young Man)*
Franz Kafka (*The Trial, The Metamorphosis*)
Jhumpa Lahiri (*The Namesake*)
Cormac McCarthy (*All the Pretty Horses, The Road*)
Toni Morrison (*Beloved, Song of Solomon*)
Oscar Wilde (*The Picture of Dorian Gray*)
Jesmyn Ward (*Sing, Unburied, Sing*)
Edith Wharton (*The Age of Innocence, The House of Mirth*)
Colson Whitehead (*The Underground Railroad, The Nickel Boys*)

Text selections will also include short pieces of fiction and nonfiction that exemplify course skills and considerations.

Here are the most frequently cited authors and works, based on data from 1970–2024:

- William Shakespeare: (*King Lear*, *Hamlet*, *Othello*, *The Tempest*)
- Toni Morrison: (*Beloved*, *Song of Solomon*, *Sula*)
- Charles Dickens: (*Great Expectations*, *A Tale of Two Cities*)
- Ralph Ellison: (*Invisible Man* – consistently one of the most used, appearing over 30 times)
- Charlotte Brontë: (*Jane Eyre*)
- Emily Brontë: (*Wuthering Heights*)
- Joseph Conrad: (*Heart of Darkness*)
- Fyodor Dostoevsky: (*Crime and Punishment*)
- Mark Twain: (*Adventures of Huckleberry Finn*)
- Tennessee Williams: (*A Streetcar Named Desire*, *The Glass Menagerie*)
- Kate Chopin: (*The Awakening*)
- William Faulkner: (*As I Lay Dying*, *Light in August*)

Key Exam Trends (1970–2024)

- Top Cited Book: *Invisible Man* by Ralph Ellison (32+ times).
- Top Cited Plays: *King Lear* (Shakespeare) and *Death of a Salesman* (Arthur Miller).
- Other Highly Cited: *Wuthering Heights* (Emily Brontë), *Great Expectations* (Dickens), and *Jane Eyre* (Charlotte Brontë).
- Modern Classics: *Beloved* (Toni Morrison), *Catch-22* (Joseph Heller), and *The Color Purple* (Alice Walker).
- Contemporary Works: Half a Yellow Sun (Chimamanda Ngozio Adichie), Interior Chinatown (Charles Yu)

Unit 1 – Short Fiction 1

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How does setting represent time and place and convey values?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…
• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contributes to the reader's interpretation of a text.
• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:
Students will know…

- Description, dialogue, and behavior reveal characters to readers.
- Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.
- Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships.
- A character's perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.
- Setting includes the time and place during which the events of the text occur.
- Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and effect relationship.
- The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.
- Plot and the exposition that accompanies it focus readers' attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.
- Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader.
- Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrative.
- A speaker or narrator is not necessarily the author.
- The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.
- Narrators may also be characters, and their role as characters may influence their perspective.
- First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective.

- Third-person narrators are outside observers.
- Third-person narrators' knowledge about events and characters may range from observational to all knowing, which shapes their perspective.
- The outside perspective of third-person narrators may not be affected by the events of the narrative.
- In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.
- A claim is a statement that requires defense with evidence from the text.
- In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

Skills:

Students will be able to…

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)
- Identify and describe specific textual details that convey or reveal a setting. (Skill 2.A)
- Identify and describe how plot orders events in a narrative. (Skill 3.A)
- Explain the function of a particular sequence of events in a plot. (Skill 3.B)
- Identify and describe the narrator or speaker of a text. (Skill 4.A)
- Identify and explain the function of point of view in a narrative. (Skill 4.B)
- Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

• Short fiction analysis paragraph(s) focused on a claim supported with textual evidence

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Paragraph drafts

Summative Assessment
• Unit 1 summative assessment: multiple choice or timed essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of short fiction pieces
- Track unit-relevant terms, skills, and topics in short fiction pieces
- Explore sample short fiction AP prompts, scoring rubrics, and scoring commentaries
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 2 – Poetry 1

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How do comparisons, representations, and associations shift literal meaning into figurative meaning and shape the interpretation of a text?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:
Students will understand that…
• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:
Students will know…

- Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.
- Line and stanza breaks contribute to the development and relationship of ideas in a poem.
- The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.
- A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.
- Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.
- Contrasts are the result of shifts or juxtapositions or both.
- Shifts may be signaled by a word, a structural convention, or punctuation.
- Shifts may emphasize contrasts between particular segments of a text.
- An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.
- Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation.
- Words or phrases may be repeated to emphasize ideas or associations.
- Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations.
- A simile uses the words "like" or "as" to liken two objects or concepts to each other.
- Similes liken two different things to transfer the traits or qualities of one to the other.
- In a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.
- A metaphor implies similarities between two (usually unrelated) concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing.
- In a metaphor, as in a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.
- Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.

- Interpretation of a metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.
- In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.
- A claim is a statement that requires defense with evidence from the text.
- In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

Skills:

Students will be able to…

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)
- Explain the function of structure in a text. (Skill 3.C)
- Explain the function of contrasts within a text. (Skill 3.D)
- Explain the function of specific words and phrases in a text. (Skill 5.B)
- Identify and explain the function of a simile. (Skill 6.B)
- Identify and explain the function of a metaphor. (Skill 6.B)
- Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Poetry analysis paragraph(s) focused on a claim supported with textual evidence

Acceptable evidence of learning other than Performance Tasks:
Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Paragraph drafts

Summative Assessment
Unit 2 summative assessment: multiple choice or timed essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of poetry pieces
- Track unit-relevant terms, skills, and topics in poems
- Explore sample poem AP prompts, scoring rubrics, and scoring commentaries
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 3 – Longer Fiction or Drama 1

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How does setting represent time and place and convey values?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:
Students will understand that…
• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:
Students will know…

- The description of a character creates certain expectations for that character's behaviors; how a character does or does not meet those expectations affects a reader's interpretation of that character.
- Details associated with a character and/or used to describe a character contribute to a reader's interpretation of that character.
- Readers' understanding of a character's perspective may depend on the perspective of the narrator or speaker.
- A character's perspective may shift during the course of a narrative.
- When narrators, characters, or speakers compare another character to something or someone else, they reveal their perspective on the compared character and may also reveal something innate about the compared character.
- Readers can infer a character's motives from that character's actions or inactions.
- A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or the resolution of that narrative.
- Character changes can be visible and external, such as changes to health or wealth, or can be internal, psychological, or emotional changes; external changes can lead to internal changes, and vice versa.
- Some characters remain unchanged or are largely unaffected by the events of the narrative.
- Setting includes the social, cultural, and historical situation during which the events of the text occur.
- A story, or narrative, is delivered through a series of events that relate to a conflict.
- Events include episodes, encounters, and scenes in a narrative that can introduce and develop a plot.
- The significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.
- Conflict is tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.
- A text may contain multiple conflicts. Often two or more conflicts in a text intersect.
- A primary conflict can be heightened by the presence of additional conflicts that intersect with it.
- Inconsistencies in a text may create contrasts that represent conflicts of values or perspectives.
- In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.

- A claim is a statement that requires defense with evidence from the text.
- In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.
- A thesis statement expresses an interpretation of a literary text and requires a defense through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Grammar and mechanics that follow established conventions of language allow writers to clearly communicate their interpretation of a text.

Skills:

Students will be able to…

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)
- Explain the function of a character changing or remaining unchanged. (Skill 1.B)
- Identify and describe specific textual details that convey or reveal a setting. (Skill 2.A)
- Explain the function of a significant event or related set of significant events in a plot. (Skill 3.E)
- Explain the function of conflict in a text. (Skill 3.F)
- Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)
- Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)
- Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.

- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Literary argument analysis paragraph(s) focused on a claim supported with textual evidence

Acceptable evidence of learning other than Performance Tasks:
Formative Assessment

• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Paragraph drafts

Summative Assessment
Unit 3 summative assessment: multiple choice or timed essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of longer work(s)
- Track unit-relevant terms, skills, and topics in longer work(s)
- Explore sample literary argument AP prompts, scoring rubrics, and scoring commentaries
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects

- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

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- Using one of the works of literature as a mentor text for creative writing.
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- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 4 – Short Fiction 2

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How does setting represent time and place and convey values?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…

• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:

Students will know…

- The significance of characters is often revealed through their agency and through nuanced descriptions.
- Characters' choices—in speech, action, and inaction— reveal what they value.
- The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and maybe another character, the internal conflicts of the protagonist, a collective (such as society), or nature.
- Protagonists and antagonists may represent contrasting values.
- Conflict among characters often arises from tensions generated by their different value systems.
- A setting may help establish the mood and atmosphere of a narrative.
- The environment a character inhabits provides information about that character.
- Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create certain expectations for how the dramatic situations will progress and be resolved.
- The differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison of the things being contrasted.
- Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.
- Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.
- Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative.
- Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.
- The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.
- Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.
- The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.

- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- The body paragraphs of a written argument develop the reasoning and justify claims using evidence and providing commentary that links the evidence to the overall thesis.
- Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.
- Writers achieve coherence when the arrangement and organization of reasons, evidence, ideas, or details is logical. Writers may use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas, or details.

Skills:

Students will be able to…

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)
- Explain the function of contrasting characters. (Skill 1.C)
- Describe how textual details reveal nuances and complexities in characters' relationships with one another. (Skill 1.D)
- Explain the function of setting in a narrative. (Skill 2.B)
- Describe the relationship between a character and a setting. (Skill 2.C)
- Identify and describe how plot orders events in a narrative (Skill 3.A)
- Explain the function of contrasts within a text. (Skill 3.D)
- Identify and describe the narrator or speaker of a text (Skills 4. A)
- Identify and explain the function of point of view in a narrative (Skill 4.B).
- Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective (Skills 4.C).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)
- Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Short fiction analysis paragraph(s) focused on a claim supported with textual evidence and organizational cues

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Paragraph drafts

Summative Assessment

Unit 4 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of short fiction pieces
- Track unit-relevant terms, skills, and topics in short fiction pieces
- Explore sample short fiction AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision

- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:
- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:
- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 5 – Poetry 2

Desired Results:

Essential Questions:

- How do an author's structural choices influence the meaning and interpretation of a text?
- How do comparisons, representations, and associations shift literal meaning into figurative meaning and shape the interpretation of a text?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…

• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:

Students will know…

- Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem.
- Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.
- Structures combine in texts to emphasize certain ideas and concepts.
- Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.
- Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text.
- Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.
- Descriptive words, such as adjectives and adverbs, contribute to sensory imagery.
- An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses.
- A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.
- Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.
- Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.
- An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.
- Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.
- Personification is a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea.
- Allusions in a text can reference literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside the text.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.

- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.

Skills:

Students will be able to…

- Explain the function of structure in a text. (Skill 3.C)
- Distinguish between the literal and figurative meanings of words and phrases. (Skill 5.A)
- Explain the function of specific words and phrases in a text. (Skill 5.B)
- Identify and explain the function of an image or imagery (Skills 5.D).
- Identify and explain the function of a metaphor (Skills 6.B).
- Identify and explain the function of personification (Skills 6.C)
- Identify and explain the function of an allusion (Skills 6.D).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning (Skills 7.B).
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis (Skills 7.C).
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning (Skills 7.D).
- Demonstrate control over the elements of composition to communicate clearly (Skills 7.E).

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.

- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing
- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening
- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:
Reading Literature
- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text
- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing
- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Poetry analysis paragraph(s) focused on a claim supported with textual evidence and organizationa; cues

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Paragraph drafts

Summative Assessment
Unit 5 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of poetry pieces
- Track unit-relevant terms, skills, and topics in poems
- Explore sample poetry AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 6 – Longer Fiction or Drama 2

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do comparisons, representations, and associations shift literal meaning into figurative meaning and shape the interpretation of a text?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…

• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:

Students will know…

- Different character, narrator, or speaker perspectives often reveal different information, develop different attitudes, and influence different interpretations of a text and the ideas in it.
- Foil characters (foils) serve to illuminate, through contrast, the traits, attributes, or values of another character.
- Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values.
- A character's competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.
- Some narrative structures interrupt the chronology of a plot; such structures include flashback, foreshadowing, in medias res, and stream of consciousness.
- Narrative structures that interrupt the chronology of a plot, such as flashback, foreshadowing, in medias res, and stream of consciousness, can directly affect readers' experiences with a text by creating anticipation or suspense or building tension.
- Contrasts often represent contradictions or inconsistencies that introduce nuance, ambiguity, or contradiction into a text. As a result, contrasts make texts more complex.
- The narrator's or speaker's tone toward events or characters in a text influences readers' interpretation of the ideas associated with those things.
- The syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator's or speaker's tone.
- Information included and/or not included in a text conveys the perspective of characters, narrators, and/ or speakers.
- A narrator's or speaker's perspective may influence the details and amount of detail in a text and may reveal biases, motivations, or understandings.
- Readers can infer narrators' biases by noting which details they choose to include in a narrative and which they choose to omit.
- Readers who detect bias in a narrator may find that narrator less reliable.
- The reliability of a narrator may influence a reader's understanding of a character's motives.
- When a material object comes to represent, or stand for, an idea or concept, it becomes a symbol.

- A symbol is an object that represents a meaning, so it is said to be symbolic or representative of that meaning. A symbol can represent different things depending on the experiences of a reader or the context of its use in a text.
- Certain symbols are so common and recurrent that many readers have associations with them prior to reading a text. Other symbols are more contextualized and only come to represent certain things through their use in a particular text.
- When a character comes to represent, or stand for, an idea or concept, that character becomes symbolic; some symbolic characters have become so common they are archetypal.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Writers convey their ideas in a sentence through strategic selection and placement of phrases and clauses. Writers may use coordination to illustrate a balance or equality between ideas or subordination to illustrate an imbalance or inequality.
- Writers use words that enhance the clear communication of an interpretation.
- Punctuation conveys relationships between and among parts of a sentence.

Skills:

Students will be able to…

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives (Skills 1.A).
- Explain the function of contrasting characters (Skills 1.C).
- Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities (Skills 1.E).
- Identify and describe how plot orders events in a narrative (Skills 3.A).
- Explain the function of a particular sequence of events in a plot (Skills 3.B).
- Explain the function of contrasts within a text (Skills 3.D).
- Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective (Skills 4.C).
- Explain how a narrator's reliability affects a narrative (Skills 4.D).
- Identify and explain the function of a symbol (Skills 5.C).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning (Skills 7.B)
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis (Skills 7.C).
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning (Skills 7.D).
- Demonstrate control over the elements of composition to communicate clearly (Skills 7.E).

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Literary argument analysis paragraph(s) focused on a claim supported with textual evidence and organizational cues

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Paragraph drafts

Summative Assessment
Unit 6 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of longer work(s)
- Track unit-relevant terms, skills, and topics in longer work(s)
- Explore sample literary argument AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.

- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 7 – Short Fiction 3

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How does setting represent time and place and convey values?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do comparisons, representations, and associations shift literal meaning into figurative meaning and shape the interpretation of a text?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…

• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:

Students will know…

- Often the change in a character emerges directly from a conflict of values represented in the narrative.
- Changes in a character's circumstances may lead to changes in that character.
- While characters can change gradually over the course of a narrative, they can also change suddenly as the result of a moment of realization, known as an epiphany. An epiphany allows a character to see things in a new light and is often directly related to a central conflict of the narrative.
- An epiphany may affect the plot by causing a character to act on his or her sudden realization.
- A group or force can function as a character.
- When readers consider a character, they should examine how that character interacts with other characters, groups, or forces and what those interactions may indicate about the character.
- The relationship between a character and a group, including the inclusion or exclusion of that character, reveals the collective attitude of the group toward that character and possibly the character's attitude toward the group.
- When a setting changes, it may suggest other movements, changes, or shifts in the narrative.
- Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.
- The way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit.
- The way characters behave in or describe their surroundings reveals an attitude about those surroundings and contributes to the development of those characters and readers' interpretations of them.
- Pacing is the manipulation of time in a text. Several factors contribute to the pace of a narrative, including arrangement of details, frequency of events, narrative structures, syntax, the tempo or speed at which events occur, or shifts in tense and chronology in the narrative.
- Narrative pacing may evoke an emotional reaction in readers by the order in which information is revealed; the relationships between the information, when it is provided, and other parts of the narrative; and the significance of the revealed information to other parts of the narrative.

- Some narrators or speakers may provide details and information that others do not or cannot provide. Multiple narrators or speakers may provide contradictory information in a text.
- A setting may become symbolic when it is, or comes to be, associated with abstractions such as emotions, ideologies, and beliefs.
- Over time, some settings have developed certain associations such that they almost universally symbolize particular concepts.
- A motif is a unified pattern of recurring objects or images used to emphasize a significant idea in large parts of or throughout a text.
- The function of a simile relies on the selection of the objects being compared as well as the traits of the objects.
- By assigning the qualities of a nonhuman object, entity, or idea to a person or character, the narrator, character, or speaker communicates an attitude about that person or character.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Textual evidence may require revision to an interpretation and a line of reasoning if the evidence does not sufficiently support the initial interpretation and line of reasoning.

Skills:

Students will be able to…

- Explain the function of a character changing or remaining unchanged (Skills 1.B).
- Describe how textual details reveal nuances and complexities in characters' relationships with one another (Skills 1.D).
- Explain the function of setting in a narrative (Skills 2.B).
- Describe the relationship between a character and a setting (Skills 2.C).
- Identify and describe how plot orders events in a narrative (Skills 3.A).
- Explain the function of a particular sequence of events in a plot (Skills 3.B).
- Explain how a narrator's reliability affects a narrative (Skills 4.D).
- Identify and explain the function of a symbol (Skills 5.C).
- Identify and explain the function of an image or imagery (Skills 5.D).
- Identify and explain the function of a simile (Skills 6.A).
- Identify and explain the function of personification (Skills 6.C).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning (Skills 7.B).
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis (Skills 7.C).

- Select and use relevant and sufficient evidence to both develop and support a line of reasoning (Skills 7.D).

Standards:
Priority:
Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:
Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
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- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
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- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
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- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Short fiction analysis essay focused on a claim supported with textual evidence, fluent organization, and sophisticated style

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Essay drafts

Summative Assessment
Unit 7 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of short fiction pieces
- Track unit-relevant terms, skills, and topics in short fiction pieces
- Explore sample short fiction AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Writing conferences and reflections – self, peer, teacher
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

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- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 8 – Poetry 3

Desired Results:

Essential Questions:

- How do an author's structural choices influence the meaning and interpretation of a text?
- How do comparisons, representations, and associations shift literal meaning into figurative meaning and shape the interpretation of a text?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…

• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:

Students will know…

- Ideas and images in a poem may extend beyond a single line or stanza.
- Punctuation is often crucial to the understanding of a text.
- When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis.
- Juxtaposition may create or demonstrate an antithesis.
- Situational or verbal irony is created when events or statements in a text are inconsistent with either the expectations readers bring to a text or the expectations established by the text itself.
- Paradox occurs when seemingly contradictory elements are juxtaposed, but the contradiction—which may or may not be reconciled—can reveal a hidden or unexpected idea.
- Ambiguity allows for different readings and understandings of a text by different readers.
- Symbols in a text and the way they are used may imply that a narrator, character, or speaker has a particular attitude or perspective.
- A conceit is a form of extended metaphor that often appears in poetry. Conceits develop complex comparisons that present images, concepts, and associations in surprising or paradoxical ways.
- Often, conceits are used to make complex comparisons between the natural world and an individual.
- Multiple comparisons, representations, or associations may combine to affect one another in complex ways.
- Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.

- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from. Analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.

Skills:

Students will be able to…

- Explain the function of structure in a text (Skills 3.C).
- Explain the function of contrasts within a text (Skills 3.D).
- Explain the function of specific words and phrases in a text (Skills 5.B).
- Identify and explain the function of a symbol (Skills 5.C).
- Identify and explain the function of a metaphor (Skills 6.B).
- Identify and explain the function of an allusion (Skills 6.D).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning (Skills 7.B).
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis (Skills 7.C).
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning (Skills 7.D).
- Demonstrate control over the elements of composition to communicate clearly (Skills 7.E).

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
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- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.

- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening
- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:
Reading Literature
- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text
- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing
- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening
- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Poetry analysis essay focused on a claim supported with textual evidence, fluent organization, and sophisticated style.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Essay drafts

Summative Assessment

Unit 8 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of poetry pieces
- Track unit-relevant terms, skills, and topics in poems
- Explore sample poetry AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Writing conferences and reflections – self, peer, teacher
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:

Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.

- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 9 – Longer Fiction or Drama 3

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:
Students will understand that…
• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:
Students will know…

- Minor characters often remain unchanged because the narrative doesn't focus on them. They may only be part of the narrative to advance the plot or to interact with major characters.
- Readers' interpretations of a text are often affected by a character changing—or not—and the meaning conveyed by such changes or lack thereof.
- A character's responses to the resolution of the narrative—in their words or in their actions—reveal something about that character's own values; these responses may be inconsistent with the previously established behaviors or perspectives of that character.
- Inconsistencies and unexpected developments in a character affect readers' interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character, or speaker; and/or setting.
- Significant events often illustrate competing value systems that relate to a conflict present in the text.
- Events in a plot collide and accumulate to create a sense of anticipation and suspense.
- The resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.
- Sometimes things not actually shown in a narrative, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character.
- Although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.
- Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text.
- A narrator or speaker may change over the course of a text as a result of actions and interactions.
- Changes and inconsistencies in a narrator's or speaker's perspective may contribute to irony or the complexity of the text.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.

- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.

Skills:

Students will be able to…

- Explain the function of a character changing or remaining unchanged (Skills 1.B).
- Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities (Skills 1.E).
- Explain the function of a significant, even correlated set of significant events in a plot (Skills 3.E).
- Explain the function of conflict in a text (Skills 3.F).
- Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective (Skills 4.C).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning (Skills 7.B).
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis (Skills 7.C).
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning (Skills 7.D).

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.

- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Literary argument analysis essay focused on a claim supported with textual evidence, fluent organization, and sophisticated style

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Essay drafts

Summative Assessment
Unit 9 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of longer work(s)
- Track unit-relevant terms, skills, and topics in longer work(s)
- Explore sample literary argument AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Writing conferences and reflections – self, peer, teacher
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

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CENTRAL BUCKS SCHOOL DISTRICT
Course of Study
Recommendation for Adoption

Course: English 11 (0100, 0120) **Date: 11/5/2026**

Student Level: Academic and Honors

Grade Level: 11

Characterization of Course of Study:

English 11 is an 18-week, one-credit course offered at the Academic and Honors levels. The course develops students' ability to read critically, listen carefully, evaluate arguments, discern tone, and analyze how authors use rhetorical and literary techniques to achieve a purpose. Through the study of essays, speeches, literature, and visual texts, students examine the relationship among audience, purpose, structure, and style.

The course is organized into three units: Introduction to Rhetoric, Developing Rhetorical Analysis, and Synthesis of Literary and Rhetorical Analysis. Students progress from identifying rhetorical appeals and devices to evaluating their effects and synthesizing literary and rhetorical analysis. Writing instruction emphasizes clear thesis statements, relevant textual evidence, developed commentary, logical organization, revision, and conventions. A beginning-of-course writing sample, rhetorical elements quiz, rhetorical analysis essay, and persuasive product provide evidence of student learning.

Reasons for Proposed Adoption:

Adoption of the English 11 Course of Study supports a consistent framework for Academic and Honors instruction across the district. The document identifies priority and supporting Pennsylvania Core Standards, a three-unit scope and sequence, shared assessments, reading expectations, and instructional supports. This framework supports coherent instruction and assessment while developing students' capacity to analyze complex texts, evaluate arguments, and communicate evidence-based ideas with clarity and purpose.

_____ Principals
(Date of Approval)

_____ Curriculum Committee
(Date of Approval)

_____ The Board of School Directors
(Date of Approval)

Summer and Fall, 2026 Revision Date

CENTRAL BUCKS SCHOOL DISTRICT
Course of Study
Recommendation for Adoption

Course: English 12 (0210, 0220) **Date: 11/5/2026**

Student Level: **Academic and Honors**

Grade Level: **12**

Characterization of Course of Study:

English 12 is an 18-week, one-credit course offered at the Academic and Honors levels. The course strengthens students' critical reasoning and literary analysis skills in preparation for post-secondary experiences. Through literature representing different perspectives, societies, and time periods, students examine relationships among text, self, and world and explore how literature reflects the human experience. Students demonstrate effective communication through writing, discussion, and presentations.

The course is organized into three units: Sophisticated Literary Devices, Literary Frameworks and Perspectives, and Text-to-World Connections. Students progress from analyzing authors' choices to applying literary lenses and examining shared themes across literature and other media. Writing instruction emphasizes evidence-based analysis, organization, revision, conventions, and MLA citation. Beginning- and end-of-year writing samples, a common literary devices assessment, a literary analysis scored with the CBSD Literary Analysis Rubric, and a presentation with written composition provide evidence of student learning.

Reasons for Proposed Adoption:

Adoption of the English 12 Course of Study supports a consistent framework for Academic and Honors instruction across the district. The document identifies priority and supporting Pennsylvania Core Standards, a three-unit scope and sequence, district common assessments, reading expectations, and differentiated instructional supports. This framework supports coherent instruction and assessment while preparing students to interpret complex texts, consider multiple perspectives, connect themes across texts and media, conduct responsible research, and communicate evidence-based ideas in post-secondary settings.

_____ Principals
(Date of Approval)

_____ Curriculum Committee
(Date of Approval)

_____ The Board of School Directors
(Date of Approval)

Summer and Fall, 2026 Revision Date

CENTRAL BUCKS SCHOOL DISTRICT
Course of Study
Recommendation for Adoption

Course: AP English Language and Composition (0110) Date: 11/5/2026

Student Level: Advanced Placement

Grade Level: 11

Characterization of Course of Study:

AP English Language and Composition develops college-level reading, analysis, and writing skills for Grade 11 students. Students analyze and compose evidence-based arguments, perform rhetorical analysis of nonfiction texts, and synthesize information from multiple sources, including visual and quantitative texts. Instruction emphasizes rhetorical situation, claims and evidence, reasoning and organization, and style, preparing students for the AP examination and introductory college composition.

The course includes four core units: Introduction to Rhetoric and Analysis, Argument, Synthesis, and College Essay, with an additional enrichment component based on school and student needs. Students develop clear claims, select and integrate evidence, explain their reasoning, consider opposing arguments, and strengthen writing through feedback and revision. Timed AP-style essays, processed writing, common assessments, quizzes, and AP Classroom multiple-choice practice provide evidence of learning. A summer reading requirement is developed annually by each building.

Reasons for Proposed Adoption:

Adoption of the AP English Language and Composition Course of Study supports a consistent district framework for college-level reading and composition. The document identifies priority and supporting Pennsylvania Core Standards, a shared scope and sequence, common assessment expectations, and differentiation, enrichment, and language-development supports. This framework supports coherent instruction while allowing flexibility in learning experiences. Its emphasis on rhetorical analysis, argument, synthesis, and purposeful revision develops students' ability to evaluate information, communicate evidence-based ideas, and prepare for the AP examination and college-level writing.

_____ Principals
(Date of Approval)

_____ Curriculum Committee
(Date of Approval)

_____ The Board of School Directors
(Date of Approval)

Summer and Fall, 2026 Revision Date

CENTRAL BUCKS SCHOOL DISTRICT
Course of Study
Recommendation for Adoption

Course: AP English Literature and Composition (0200) **Date: 11/5/2026**

Student Level: **Advanced Placement**

Grade Level: **12**

Characterization of Course of Study:

AP English Literature and Composition is a rigorous, college-level course for Grade 12 students. Students engage in close reading and critical analysis of fiction, poetry, and drama from various periods. Instruction emphasizes how authors use structure, style, themes, figurative language, imagery, and symbolism to create meaning. Students also examine varied critical approaches and the social and historical contexts of literature.

The course is organized into nine units that revisit short fiction, poetry, and longer fiction or drama with increasing complexity. Writing instruction progresses from evidence-based analytical paragraphs to developed literary arguments, emphasizing defensible thesis statements, relevant textual evidence, commentary, coherent reasoning, and revision. AP-style timed essays, multiple-choice and free-response assessments, revised essays, projects, presentations, discussions, and AP Classroom Progress Checks provide evidence of learning. A summer reading requirement is developed annually by each building.

Reasons for Proposed Adoption:

Adoption of the AP English Literature and Composition Course of Study supports a consistent district framework for college-level literary study within the district. The document incorporates College Board course skills and priority and supporting Pennsylvania Core Standards within a nine-unit scope and sequence, with assessment expectations, text-selection guidance, and differentiation and enrichment supports. This framework supports coherent instruction while allowing flexibility in literary selections and developing students' ability to interpret complex texts, construct evidence-based arguments, and prepare for the AP examination and college-level reading and writing.

_____ Principals
(Date of Approval)

_____ Curriculum Committee
(Date of Approval)

_____ The Board of School Directors
(Date of Approval)

Summer and Fall, 2026 Revision Date

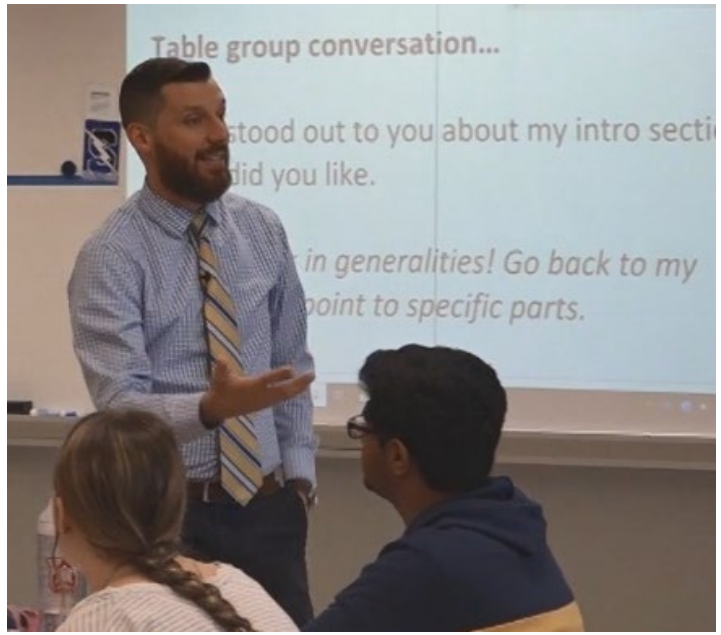
Continuing to Develop Our Future Professoinals in Central Bucks



Community Internship 2
Course of Study Review

November 5, 2026

Introductions



Will Melvin, ELA Teacher and Program Director at CB South

Agenda

- PART 1: Highlights and Roadmap
- PART 2: Review of Community Internship 2 Course of Study
- PART 3: Review of the Experiential Learning in Community Internship 2
- PART 4: Next Steps

Internship

Programs

PART 1 –
Highlights and Roadmap

The Impact in 26-27

46 Teacher Academy students

72 Community Internship students

118

Learning Highlights

Principles of Teaching:

Instruction

Environment

Theory

Community Internship:

Communication

Digital Skills

Research



Experiential Highlights

Principles of Teaching:

Relationships

Mentorship

Application

Community Internship:

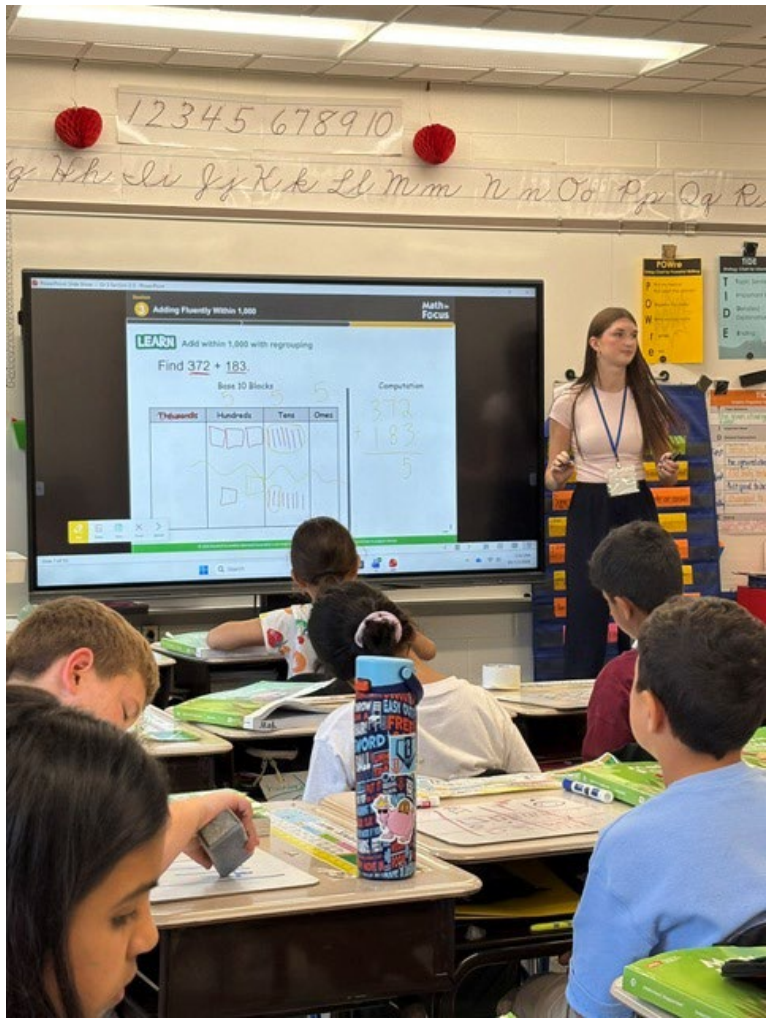
Professionalism

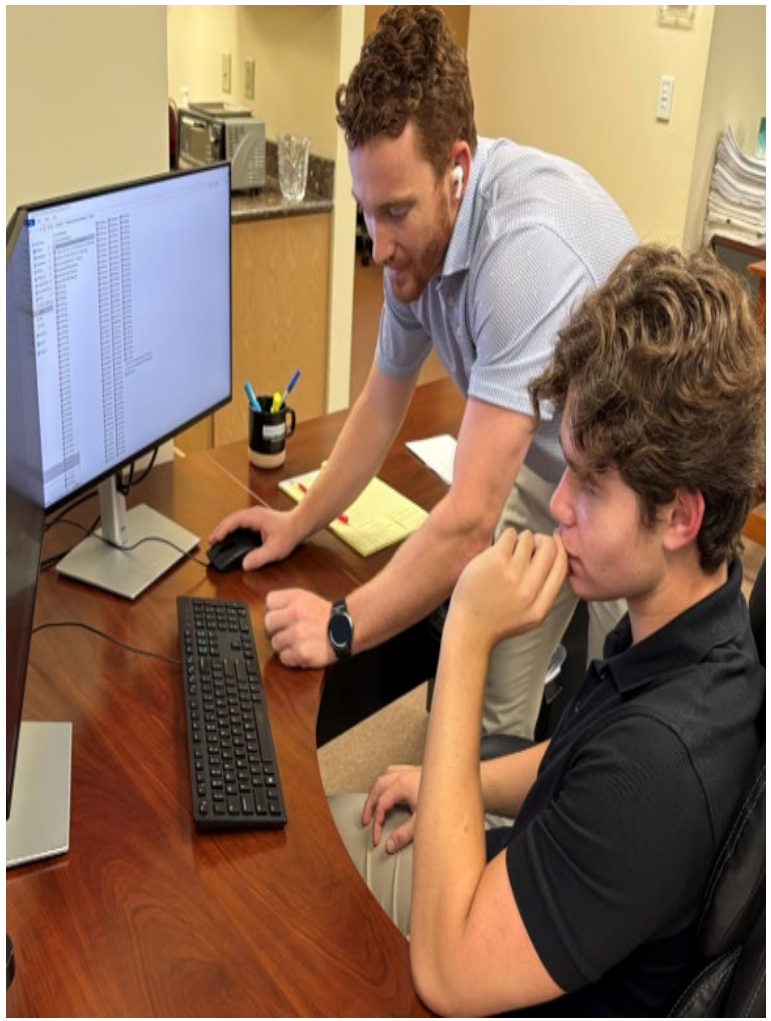
Responsibility

Technical Skills



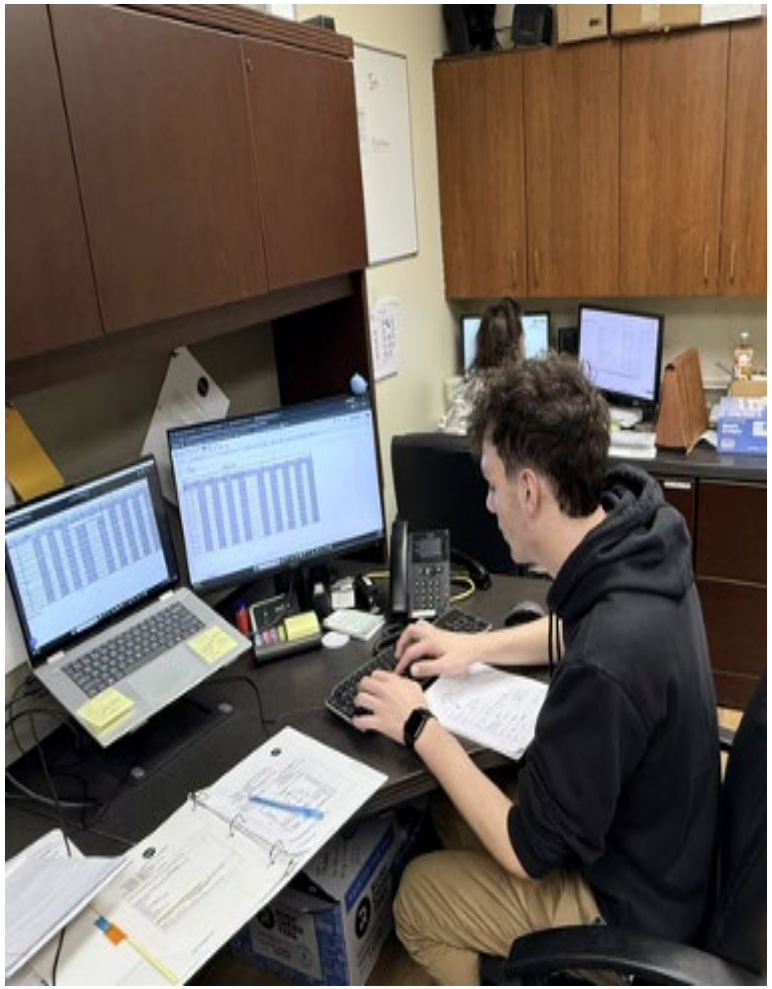
Experiential Highlights

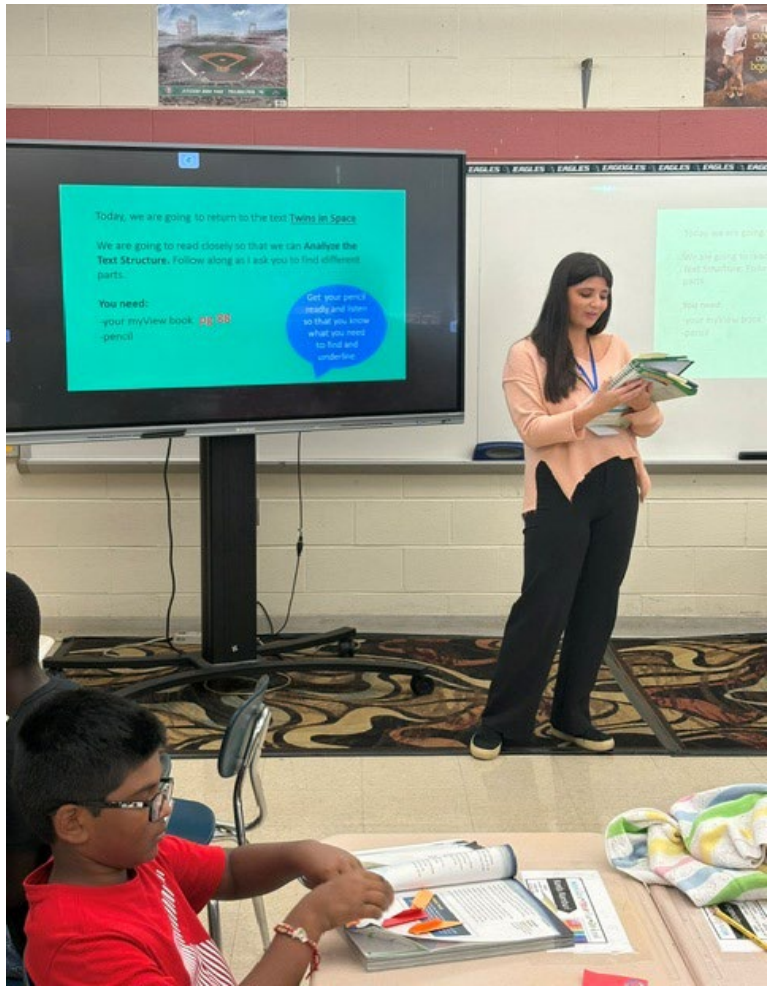






Experiential Highlights





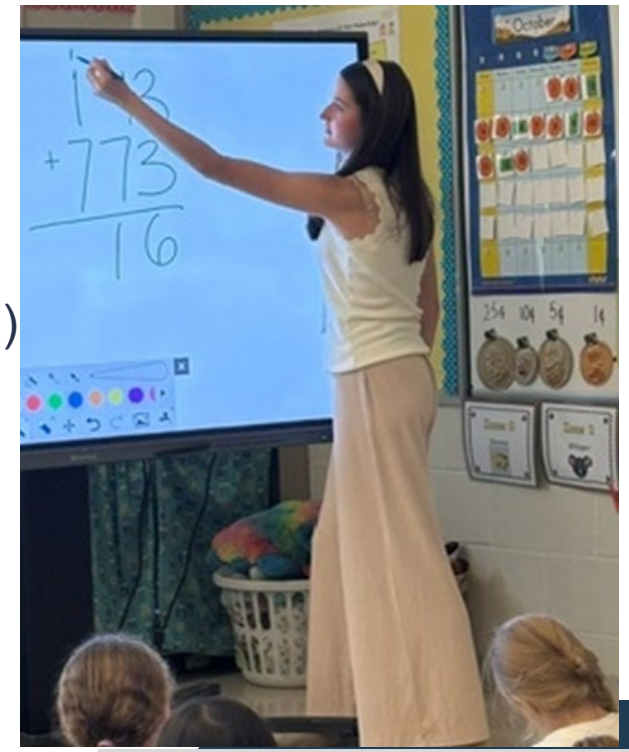


Our Teacher Mentors

Claire Melvin (Warwick)
Kelly Soto (Jamison)
Kelley Dougherty (Warwick)
Sierra Bigler (Butler)
Jordyn Freed (Doyle)
Natalia Andrews (Titus)
Taylor Farese (Titus)
Erin Casey (Butler)
James Massey (UMS)
Emma Unsihuay (Warwick)
Jackie Carmeans (Jamison)
Tara Jones (Jamison)
Gretchen McFarland (TMS)
Natasha Jones (TMS)

Michelle Spera (UMS)
Toni Schaab (Jamison)
Michelle Rothstein (Butler)
Laura Sorenson (MC)
Alex Yannarella (MC)
Lauren Adamek (Lenape)
Jacki Bobrownicki (Butler)
Grace Furness (TMS)
Alyssa Marucci (UMS)
Susan Roth (TMS)
Alana Crotzer (Barclay)
Jeanne Schlotter (Butler)
Sarah D'Alesandro (Barclay)
Gabi Feliciani (LMS)

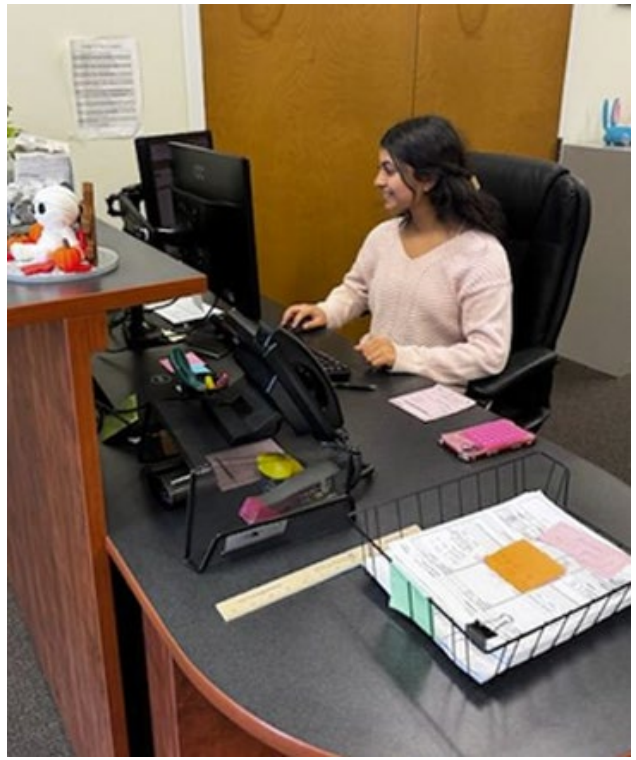
Cassie Cocca (MC)
Amanda Kelly (Warwick)
Kim Keller (UMS)
Kristin Simon (MC)
Dorina Passio (Pine Run)
Mike Castelli (South)
Carrie Gordon (Jamison)
Michelle Decker (Jamison)
Noelle Nero (Titus)
Justin Lesher (Titus)
Amy Palmer (Jamison)
Chelsea Donofry (MC)
Amy Scherr (Titus)



Our Internship Partners

Mandee's Treats
Rep. Brennan
Rep. Munroe
Doylestown EMS
Warrington Ambulance Corps
Specialty Orthodontics
ATI Physical Therapy
New Britain TWP
Warrington TWP
Superior Woodcraft
Friends First Daycare
Barry Isett
Advocare Chalfont Internal Medicine
Training for Warriors
Susan G. Komen

CBSD School Nurses
KMA Design Studio
Schiller + Hersh Engineering
Austills OT + PT
KW Realtors
Bucks County Vets
Chalfont Family Practice
The Bucks Club
Balanced Wellness Solutions
The Mason Group
IvyRehab
Reiner Financial Group
DGK Accounting Group
Chick-Fil-A
Facenda Renovations



Roadmap

Pilot program

Expressed “second” interest

Community Internship 2

What the Research Says

According to the *New Hire Readiness Report 2025*, most hiring managers feel that high school grads are not ready for work:

- Four in five (84%) surveyed hiring managers agree that most high school students are not prepared to enter the workforce.

- A strong majority (80%) agree that current high school graduates are less prepared to enter the workforce compared to previous generations.

From “Few Hiring Managers Think High School Graduates Are Ready for the Workforce”

Community

Internship

PART 2 – Community Internship 2 Course of Study

Course of Study Overview

(18 weeks, 1 credit)

This course is an elective course designed for students who are interested in exploring a career and who have already completed Community Internship 1. **The course builds on the professional, communication, and career-specific skills students have learned in the previous course, while providing students with new opportunities for career projects, goals, and experiences.** The purpose of the course is to empower students to try on a career they're passionate about and to instruct students on the core components of effective leadership, career-understanding, and communication. To that end, the course is broken into two components: an instructional component and an experiential internship component.

Instructionally, students will meet with their CBSD instructor to set goals, **complete a Career Thesis, and plan a Capstone Presentation and Portfolio that documents the interns' learning and growth**. Experientially, the students find their own internship placement, work hands on in the field, and complete multiple projects for their internship supervisor. These projects will focus on career-specific skills that go beyond Community Internship 1. Students will be expected to **intern more throughout their experience, to develop deeper and more ambitious goals, and to complete more rigorous and dynamic projects**. This course focuses **less on the classroom instruction and more on the professional internship experience**; students will find their own internship location based on CBSD guidelines and requirements before the semester begins.

Unit Overviews: 1-3

Unit 1: Internship Goals

A review of internship protocols and professionalism with a chance to build dynamic goals

Unit 2: Career Thesis

A chance to synthesize research and experiences to consider how ready a student is to succeed in their future career

Unit 3: Action Research Project

An opportunity to develop, construct, and present a meaningful project for a community leader

Unit Overviews: 4-5

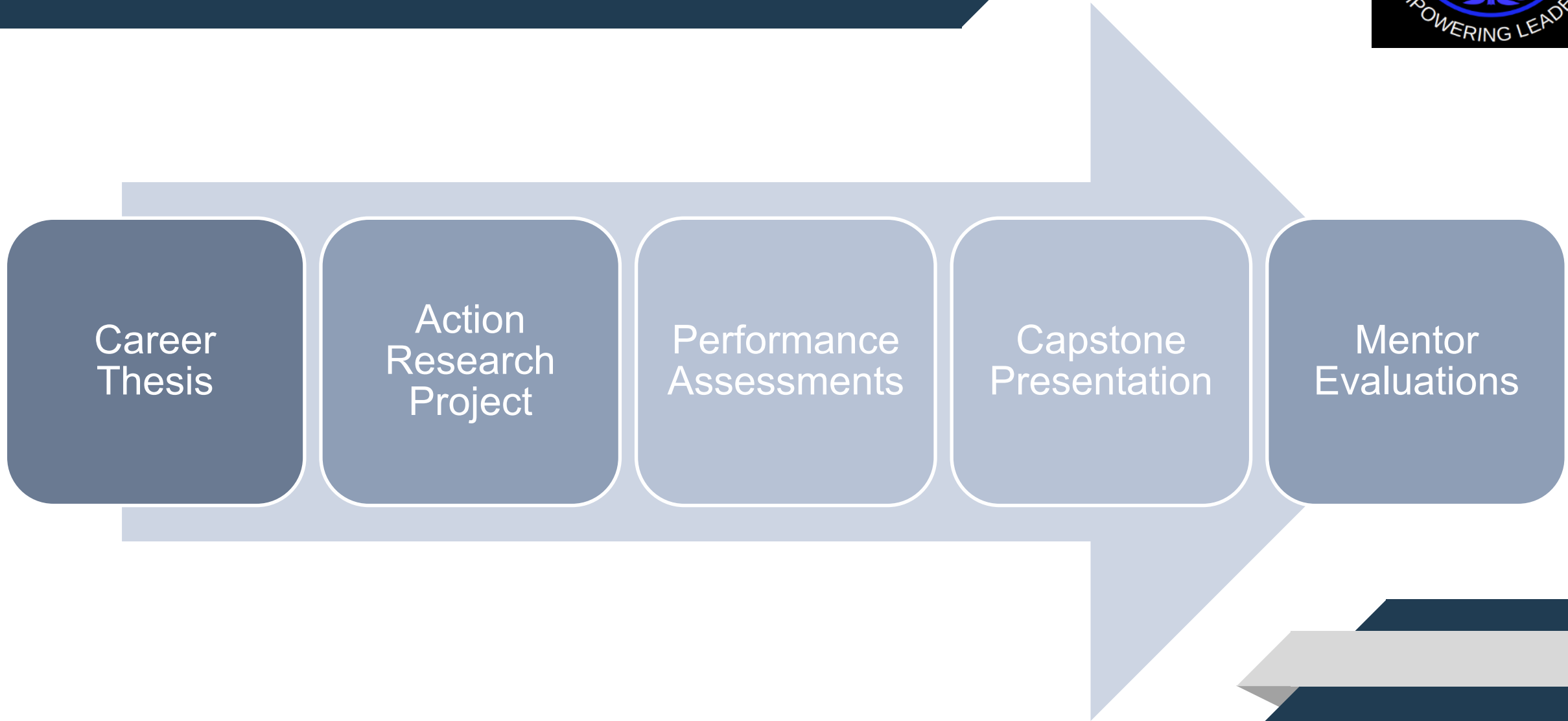
Unit 4: Performance Assessment

A chance to perform authentic career tasks under the guidance of a community leader

Unit 5: Capstone Presentation

An opportunity to reflect on two semesters' worth of learning and growth

Assessments



Community

Internship

PART 3 – Experiential Learning

Expanding the Experience

Authentic Experiences

- Technical skills for success
- Project-based daily activities

Career Readiness

- Research on skills and prospects
- Human skills for success

Time + Mentoring

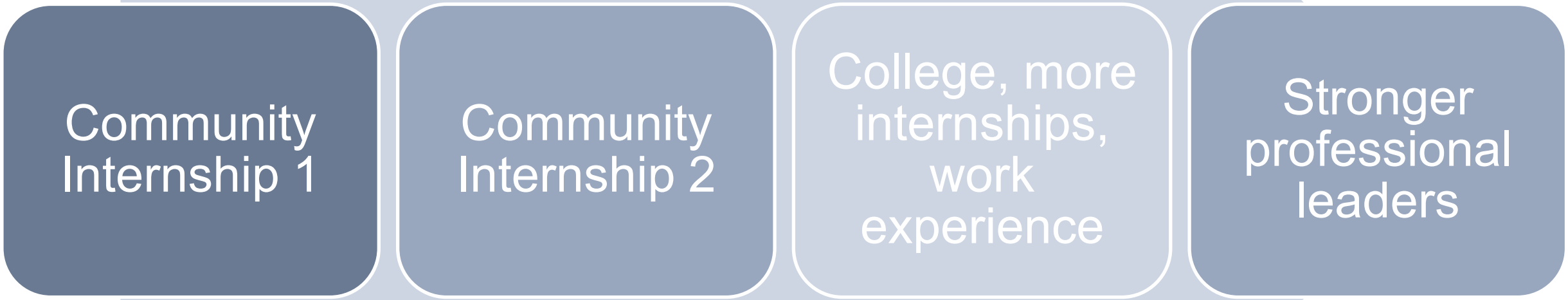
- 80+ more hours of internship
- Another community mentor connection

Community

Internship

PART 4 – Next Steps

Preparing Our Future



Request Approval for.... Community Internship 2



Thank you for your time!
Can I answer any questions?

CENTRAL BUCKS
SCHOOL DISTRICT

Community Internship 2

Course Number: 9998B

Course Level: Academic

Grade: 11-12

Time/Credit: 83 minutes daily/1 semester
1 credit

Development Date: Fall 2026

School Board Approval:

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Central Bucks School District
K – 12 Internship Program Enduring Understandings

Students will understand that:

Goal setting

- Goals shape an internship by providing focus, specificity, and accountability to the experience.
- Professionals set career and leadership goals to provide a relevant, timely, and concrete path toward success.

Leadership

- Professionalism can be defined by responsibility, communication, and work ethic, and young employees work to meet those standards to create a positive workplace.
- Leadership attributes are defined by service, vision, and ingenuity, and young employees apply these skills through their habits and routines.
- Habits of highly effective people involve synthesis, compromise, and relationship-building.
- Young employees assess their own personality and reflect on the core personal attributes and experiences that will contribute to their success in a career.

Research

- Researching mentors for career growth provides future employees with models on how to be successful.
- Future employees research education, pay, and skills when researching career choices.
- Researchers use skills such as summarizing, evaluating, and analyzing when performing research tasks.

Communication

- Young leaders refine and practice the skills of self-awareness, self-management, social awareness, and relationship management to successfully grow and maintain a career.
- Young leaders demonstrate awareness of tone, audience, and purpose, as well as understanding of occasion, ethos, and clarity, when communicating in a professional setting.

Synthesis

- Young leaders blend multiple ideas, thoughts, and sources to demonstrate understanding and application of career-specific skills.

Central Bucks School District
K – 12 Internship Program Essential Questions

Goal setting

- How and why do goals shape an internship experience?
- Why do professionals set career and leadership goals?

Leadership

- What does professionalism look like in the workplace and why do young employees work to meet those standards?
- How do employers define leadership and how do young employees apply that skill to their profession?
- What are the habits of effective people?
- How do young employees use their skills and attributes to find a career?
- What does leadership look like in the professional world?

Research

- Why is it important to research mentors and models for career growth and leadership?
- What kind of information do people need to know when they are examining career choices?
- What research skills do people use to find information about their careers?
- What research steps can someone take to solve a problem and present a solution in a specific career field?

Communication

- How does an understanding of emotional intelligence affect a young leader's career and their ability to be successful?
- How do young leaders use their writing and verbal skills to further their career and communicate effectively?

Synthesis

- How can young leaders use the skill of synthesis to show understanding of career-specific skills and experiences?

Central Bucks School District – Course of Study Overview
Community Internship 2

Desired Results

Course Description: **Course Number:** 9998B– **Course Name**: Community Internship 2

Prerequisite: Community Internship 1

This course is an elective course designed for students who are interested in exploring a career and who have already completed Community Internship 1. The course builds on the professional, communication, and career-specific skills students have learned in the previous course, while providing students with new opportunities for career projects, goals, and experiences. The purpose of the course is to empower students to try on a career they're passionate about and to instruct students on the core components of effective leadership, career-understanding, and communication. To that end, the course is broken into two components: an instructional component and an experiential internship component.

Instructionally, students will meet with their CBSD instructor to set goals, complete a Career Thesis, and plan a Capstone Presentation and Portfolio that documents the interns' learning and growth. Experientially, the students find their own internship placement, work hands on in the field, and complete multiple projects for their internship supervisor. These projects will focus on career-specific skills that go beyond Community Internship 1. Students will be expected to intern more throughout their experience, to develop deeper and more ambitious goals, and to complete more rigorous and dynamic projects. This course focuses less on the classroom instruction and more on the professional internship experience; students will find their own internship location based on CBSD guidelines and requirements before the semester begins.

The scope and sequence of the course is scholarly, rigorous, and experiential. The decision to take this course should be made based on interest and passion for a possible career field, as well as based on the responsibility and professionalism that an experiential internship will demand.

Lead Writer: Will Melvin

Committee Members**:** Jenn Opdyke, Michele Myers, Richard Kratz, and Joe Piselli

Acceptable Evidence.

Summative Assessments:

1. Career Thesis
2. Action Research Project
3. Performance Assessment #1
4. First mentor evaluation
5. Performance Assessment #2
6. Portfolio additions
7. Capstone presentation
8. Second mentor evaluation

Course Grading: Each marking period will count for 50% of the semester grade. There is no Final Exam.

Community Internship 2 – Pacing Guide

Content	Days
Unit 1 – Internship Goals	**3-4 days**
Students will review internship logistics, Community Internship 2 course requirements, and goal setting.	1
Students will review professionalism and leadership attributes as it relates to their internship and career.	1
Students will develop and compose goals for their internship.	1
Unit 2 – Career Thesis	**4 weeks**
Students will review core communication and writing skills from Community Internship 1 and learn the logistics and requirements for the Career Thesis.	1-2
Students will research technical and personal skills as well as the history and current outlook of the profession; students will complete an annotated bibliography.	2
Students will write a narrative of their professional, career, and internship experience.	1
Students will draft a "literature review" of the research they found.	1
Students will compose a synthesis that combines the research and their experience to evaluate their future career success.	1
Students will write a conclusion that looks to the future of their career and their role in it.	1
Students will participate in peer revision and teacher conferences for feedback.	1
Unit 3 – Action Research Project	**4 weeks**
Students will brainstorm and develop an idea for the ARP with the guidance of their mentor and their CBSD instructor.	1
Students will research the background of the topic, providing context and rationale for the project's purpose and importance.	2
Students will develop a thesis/solution for the topic based on the research performed.	1
Students will develop two logical arguments for why the thesis/solution will work, given the research.	1
Students will construct an implementation timeline for the project.	1
Students will create a detailed presentation focusing on all facets of the project and present to their mentor.	1
Students will complete the work on their ARP at their internship location.	2-3
Students will report on their internship goal completion to the CBSD instructor.	
Unit 4 – Performance Assessments	**4 weeks**
Most of the unit will happen asynchronously; meetings with the CBSD instructor happens at the instructor and the intern's discretion based on need.	
Students will develop, alongside their mentor, an appropriate plan for the performance assessment.	1-2
Students will practice and plan for that assessment; CBSD instructor will check in on the progress of that practice. This can happen asynchronously.	2-3
Students will complete the work on their performance assessment at the discretion of the internship mentor.	2-3
Students will report on their internship goal completion to the CBSD instructor.	
This process will repeat itself two times throughout the semester—once in the first marking and once in the second marking period.	

Unit 5 – Capstone Presentation	4-5 weeks
Most of the unit will happen asynchronously; meetings with the CBSD instructor happens at the instructor and the intern's discretion based on need.	
Students will review presentation skills—introductions, arguments, conclusions, poise, and use of technology. This can happen asynchronously.	1-2
Students will work on the core components of the presentation—introductory story; review of goals, projects, and assessments; synthesis and reflection of learning and growth through the program. This can happen asynchronously.	5
Students will continue the work of their internship off site through this process.	

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their classmates.

Required Texts and Software

Microsoft OneNote: This online interactive digital notebook would be helpful to manage classroom materials, drafts of writing, and annotations of articles read in class. It is also a suggested place for classroom agendas and collaboration.

Canvas: The CBSD learning management system is recommended for calendar usage for due dates and dates for the internships experiences, as well as a place for students to post final drafts of assessments. Most importantly, however, Canvas will be the ideal place for students to post their reports as proof of attendance in their internship sites.

Central Bucks School District – Course of Study
Community Internship 2
Unit 1 – Internship Goals

Desired Results:

Essential Questions:

- How and why do goals shape an internship experience?
- Why do professionals set career and leadership goals?
- What does professionalism look like in the workplace and why do young employees work to meet those standards?
- How do employers define leadership and how do young employees apply that skill to their profession?
- What are the habits of effective people?
- How do young employees use their skills and attributes to find a career?

Enduring Understandings:

Students will understand that…

- Goals shape an internship by providing focus, specificity, and accountability to the experience.
- Professionals set career and leadership goals to provide a relevant, timely, and concrete path toward success.
- Professionalism can be defined by responsibility, communication, and work ethic, and young employees work to meet those standards to create a positive workplace.
- Leadership attributes are defined by service, vision, and ingenuity, and young employees apply these skills through their habits and routines.
- Habits of highly effective people involve synthesis, compromise, and relationship-building.
- Young employees assess their own personality and reflect on the core personal attributes and experiences that will contribute to their success in a career.

Knowledge:

Students will know…

- **Terms:** SMART goal, professionalism, habits of highly effective people

Skills:

Students will be able to…

- write specific and concrete SMART goals for their internship experience.
- identify the habits of highly effective people and consider their impact on relationships, career, and leadership.
- examine their own personal strengths and narrate how those strengths have led them to consider the field in which they're interning.

Standards:

Priority:

- 13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.
- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.D Evaluate school-based opportunities for career for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise
- CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Supporting:

- 13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 15.3.12.L. Evaluate characteristics of positive role models and their contribution to the development of a professional image.
- 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.
- 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment

- Reactions and responses to articles via Canvas posts and article notations
- One-pagers (opinion responses or narrative responses)
- Feedback on interns' goals
- Feedback on interns' daily journals

Summative Assessment

- No summative assessment for this unit.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Read articles on the current state of the career market and discuss the implications and connection to previous and future internship experiences.
- Have students create a concept map that explores the different areas of professionalism as a review of Community Internship 1 content.
- Review the SMART goal acronym and provide models.
- Direct students to create three SMART goals for their internship, as well as SMART goals for the following projects: Career Thesis, ARP, and possible performance assessments.
- Ask students to review professionalism by creating five categories for the topic and create a small presentation to show and review their knowledge from Community Internship 1.
- Break up students into groups and have them make a one-pager/poster that reviews the following soft skills: emotional intelligence, communication and active listening, teamwork and team culture, leadership and planning, adaptability and resiliency, and problem-solving.
- Ask students to interview their Community Internship mentor—and other mentors in their own life—about their leadership philosophy and how it applies to their profession.

Instructional Strategies:

- When reading the two NYT articles, provide students with prompts and questions focusing on the realities of the job market, their passions and interests, and the internship experience's connection to the realities of the professional world.
- Ensure students know the SMART goal acronym stands for Specific, Measurable, Attainable, Relevant, and Time-bound.
- Discuss with students some of the key components of the servant leadership philosophy—including prioritizing the needs of a team, promoting empowerment and trust, showing empathy, self-awareness, and community—from Community Internship 1.

- Review with students some of the other leadership philosophies (transactional, transformational, democratic, visionary) from Community Internship 1.
- Stress the importance of self-reflection and knowing yourself as a leader.
- Reinforce to students that the more you can self-assess your strengths and weaknesses, the more you can figure out the right fit and path for your career.
- Make sure to emphasize specifics relating to professionalism on the internship site, including, but not limited to work ethic, commitments, dress, self-regulation and time management, appropriate communication, social media and phone usage on the job, boundaries and relationships.
- Discuss with students the value of soft skills as the differentiator between success and proficiency in the workforce.

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Students can be provided with scaffolds and outlines for the research in this unit.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.
- Students can be provided with scaffolds and outlines for the research in this unit.

Central Bucks School District – Course of Study
Community Internship 2
Unit 2 – Career Thesis

Desired Results:

Essential Questions:

- What kind of information do people need to know when they are examining career choices?
- What research skills do people use to find information about their careers?
- How do young leaders use their writing and verbal skills to further their career and communicate effectively?
- How can young leaders use the skill of synthesis to show understanding of career-specific skills and experiences?

Enduring Understandings:

Students will understand that…

- Future employees research education, pay, and skills when researching career choices.
- Researchers use skills such as summarizing, evaluating, and analyzing when performing research tasks.
- Young leaders demonstrate awareness of tone, audience, and purpose, as well as understanding of occasion, ethos, and clarity, when communicating in a professional setting.
- Young leaders blend multiple ideas, thoughts, and sources to demonstrate understanding and application of career-specific skills.

Knowledge:

Students will know…

- **Vocabulary:** Annotated bibliography, narrative paragraph, literature review, synthesis, topic sentence, transition, evidence, commentary, conclusion

Skills:

Students will be able to…

- identify foundational components of a piece of writing.
- research technical, contemporary, and historical aspects of a profession.
- draft a personal narrative paragraph.
- summarize research in a literature review.
- write academic paragraphs with a focused argument.
- compose a conclusion to finalize an argument.

Standards:

Priority:

- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.D Evaluate school-based opportunities for career for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise.
- CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Supporting:

- 13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.
- 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment

- Feedback on Career Thesis thesis statement, outline, and rough draft
- Feedback on interns' daily journals

Summative Assessment

- Career Thesis Essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Review core communication and writing skills from Community Internship 1 and learn the logistics and requirements for the Career Thesis.
- Have students research technical and personal skills as well as the history and current outlook of the profession.
- Ensure students complete an annotated bibliography.
- Direct students to write a narrative of their profession, career, and internship experience.
- Have students draft a "literature review" of the research they found.
- Have students compose a synthesis that combines the research and their experience to evaluate their future career success; focus them on topic sentences, quotation embedding, and commentary.
- Have students write a conclusion that looks to the future of their career and their role in it.
- Provide time in class to have students participate in peer revision and teacher conferences for feedback.

Instructional Strategies:

- Stress to students the importance of defining a problem or topic when researching and how that kind of thinking centers research.
- Ensure students know how to check for source credibility, emphasizing that the source should be supported with provable facts from a specific and legitimate location.
- Remind students they can read around the page, use fact checking sites, and have multiple tabs open when researching to ensure source reliability.

- Explain to students that reputable sites, recency of the source, supporting documentation with a source, audience, and depth are all factors to consider in source credibility.
- Show students the importance of summary by reviewing with them the importance of focusing on salient facts, concise and succinct details, and objectivity.
- Reinforce to students the importance of evaluating a source for its use in a research project; contrast that information with a summary. Evaluating a source for use in a research project involves reflecting on the information found and can assist or support the larger research problem or topic.
- Ensure students know that topic sentences provide a core focus for a paragraph; that evidence is chosen to support that point; and that commentary is an examination of that evidence in relation to the topic sentence.
- Explain to students that "literature reviews" look at the important research for a research paper, focusing on the context of the subject, the history of the subject, and the realities of the subject today.
- Tell students that strong intros have engaging leads, clear and defining context/occasions, and a sharp thesis that guides an essay.
- Reinforce to students that confirmation paragraphs focus on logical arguments and include claim sentences, concrete evidence, and argumentative commentary.
- Show students that conclusion paragraphs echo the introduction, work to universalize, and end with a powerful final line that reaffirms the thesis.

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Students can be provided with scaffolds and outlines for the research in this unit.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.
- Students can be provided with scaffolds and outlines for the research in this unit.

Central Bucks School District – Course of Study
Community Internship 2
Unit 3 – Action Research Project

Desired Results:

Essential Questions:

- How do young leaders use their writing and verbal skills to further their career and communicate effectively?
- How can young leaders use the skill of synthesis to show understanding of career-specific skills and experiences?
- What research steps can someone take to solve a problem and present a solution in a specific career field?

Enduring Understandings:

Students will understand that…

- Young leaders demonstrate awareness of tone, audience, and purpose, as well as understanding of occasion, ethos, and clarity, when communicating in a professional setting.
- Young leaders blend multiple ideas, thoughts, and sources to demonstrate understanding and application of career-specific skills.
- Researchers use skills such as summarizing, evaluating, and analyzing when performing research tasks.

Knowledge:

Students will know…

- **Vocabulary:** Summary, analysis, evaluation, synthesizing, source credibility, career specific terminology from research

Skills:

Students will be able to…

- develop a sustainable idea for an action research project.
- research career-specific information to contextualize an action research project.
- craft a thesis for an action research project.
- construct a logical argument to support a thesis for an action research project.
- cite research to support an idea.
- create an implementation timeline for an action research project.
- identify and apply steps of a classical argument in a formal presentation.

Standards:

Priority:

- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.D Evaluate school-based opportunities for career for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise.
- CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Supporting:
- CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 15.3.12.L. Evaluate characteristics of positive role models and their contribution to the development of a professional image.
- 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.
- 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment
- Feedback on research and drafts of the Action Research Project presentation
- Feedback on interns' daily journals

Summative Assessment
- Action Research Project
- Mentor evaluation

Suggested Learning Experiences and Instruction

Learning Experiences:
- Encourage students to discuss ideas with their mentors and bring those 2-3 ideas to the classroom.
- Conduct a discussion in class where students share their previous projects; use this as a way to begin the brainstorming process.
- Provide students time in class to brainstorm ideas for the project.
- Have students use class time to complete their research and give them concrete deadlines for its completion; set up OneNote or Canvas submissions for the submission of the research.
- Give students models of the thesis statement, the two logical arguments, and the implementation timeline.
- Review models of effective presentations and pitches from TED and *Shark Tank*.
- Ensure students have a presentation outline/scaffold that they complete in class, discuss with other students, and show the teacher.
- Carve out class time for students to practice their presentations with one another.
- Follow-up with students throughout the process to see how the implementation of the project is going after the presentation.

Instructional Strategies:
- Stress to students the importance of defining a problem or topic when researching and how that kind of thinking centers research.
- Ensure students know how to check for source credibility, emphasizing that the source should be supported with provable facts from a specific and legitimate location.

- Remind students they can read around the page, use fact checking sites, and have multiple tabs open when researching to ensure source reliability.
- Explain to students that reputable sites, recency of the source, supporting documentation with a source, audience, and depth are all factors to consider in source credibility.
- Show students the importance of summary by reviewing with them the importance of focusing on salient facts, concise and succinct details, and objectivity.
- Reinforce to students the importance of evaluating a source for its use in a research project; contrast that information with a summary. Evaluating a source for use in a research project involves reflecting on the information found and can assist or support the larger research problem or topic.
- Discuss with students that their thesis statement should respond to the question they developed by providing an answer and sharply explaining their plan.
- Teach students that their leads should be engaging and captivating; begin with a story, a quote, a statistic, or a question.
- Stress to students that the "narrative" portion of their presentation should discuss the background and context of the topic, as well as provide a review of the research to "ground" the presentation and to show the intern's ethos.
- Ensure students know that their two logical reasons act as supporting "body paragraphs" for the presentation; they should be clear, separate, and distinct reasons for why the thesis will work; they should be supported and examined with evidence from the research and the intern's experience.
- Highlight that the implementation timeline should be concrete and take the project from inception to completion, hitting a minimum of five checkpoints beyond the start and finish.
- Tell students that the conclusion should focus on two parts: the counter and the future. The counterargument looks at the other side of the argument and tries to rebut it; the future looks toward how the project will benefit the organization.
- Make sure students schedule a time to present with their mentor where you the instructor can be there.

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Students can be provided with scaffolds and outlines for the research in this unit.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.
- Students can be provided with scaffolds and outlines for the research in this unit.

Central Bucks School District – Course of Study
Community Internship 2
Unit 4 – Performance Assessments

Desired Results:

Essential Questions:

- How and why do goals shape an internship experience?
- What does professionalism look like in the workplace and why do young employees work to meet those standards?
- What does leadership look like in the professional world?
- What research steps can someone take to solve a problem and present a solution in a specific career field?
- How does an understanding of emotional intelligence affect a young leader's career and their ability to be successful?
- How can young leaders use the skill of synthesis to show understanding of career-specific skills and experiences?

Enduring Understandings:

Students will understand that…

- Goals shape an internship by providing focus, specificity, and accountability to the experience
- Professionalism can be defined by responsibility, communication, and work ethic, and young employees work to meet those standards to create a positive workplace.
- Leadership attributes are defined by service, vision, and ingenuity, and young employees apply these skills through their habits and routines.
- Researchers use skills such as summarizing, evaluating, and analyzing when performing research tasks.
- Young leaders refine and practice the skills of self-awareness, self-management, social awareness, and relationship management to successfully grow and maintain a career.
- Young leaders blend multiple ideas, thoughts, and sources to demonstrate understanding and application of career-specific skills.

Students will know…

- **Vocabulary:** Career-specific vocabulary that relates to performance assessment tasks as set by Community Internship mentor

Skills:

Students will be able to…

- develop an appropriate plan for two career performance assessments.
- practice and plan for their performance assessments.
- complete two performance assessments with their Community Internship mentor and CBSD instructor.
- reflect on internship goals.

Standards:

<u>Priority:</u>

- 13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.
- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.D Evaluate school-based opportunities for career for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise
- 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

Supporting:

- CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 15.3.12.L. Evaluate characteristics of positive role models and their contribution to the development of a professional image.
- 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment

- Feedback on practices leading up to the Performance Assessments
- Feedback on interns' daily journals

Summative Assessment

- Performance Assessments

Suggested Learning Experiences and Instruction

Learning Experiences:

- Give students optional time in class to brainstorm and discuss possible projects with them.
- Provide feedback to students on their performance assessment ideas and practices.
- Help students develop a practice plan/timeline in preparation for their performance assessment.

Instructional Strategies:

- If students and/or mentors struggle defining a performance assessment, provide a list of possible ideas that focus on practicing soft skills needed for success in that specific field. For instance, costumer service, handling clients, presenting at a team/staff meeting, etc. are options.
- Check in often with both mentor and student regarding the performance assessments and their implementation. If possible, the instructor should be at performance assessment.

Differentiation/Intervention/Enrichment Options:

- Students can be provided with scaffolds and outlines for the research in this unit.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.
- Students can be provided with scaffolds and outlines for the research in this unit.

Central Bucks School District – Course of Study
Community Internship 2
Unit 5 – Capstone Presentation

Desired Results:

Essential Questions:

- How and why do goals shape an internship experience?
- Why do professionals set career and leadership goals?
- What does professionalism look like in the workplace and why do young employees work to meet those standards?
- How do employers define leadership and how do young employees apply that skill to their profession?
- What does leadership look like in the professional world?
- How does an understanding of emotional intelligence affect a young leader's career and their ability to be successful?
- How do young leaders use their writing and verbal skills to further their career and communicate effectively?
- How can young leaders use the skill of synthesis to show understanding of career-specific skills and experiences?

Enduring Understandings:

Students will understand that…

- Goals shape an internship by providing focus, specificity, and accountability to the experience
- Professionals set career and leadership goals to provide a relevant, timely, and concrete path toward success.
- Professionalism can be defined by responsibility, communication, and work ethic, and young employees work to meet those standards to create a positive workplace.
- Leadership attributes are defined by service, vision, and ingenuity, and young employees apply these skills through their habits and routines.
- Young leaders refine and practice the skills of self-awareness, self-management, social awareness, and relationship management to successfully grow and maintain a career.
- Young leaders demonstrate awareness of tone, audience, and purpose, as well as understanding of occasion, ethos, and clarity, when communicating in a professional setting.
- Young leaders blend multiple ideas, thoughts, and sources to demonstrate understanding and application of career-specific skills.

Knowledge:

Students will know…

- **Terms:** Presentation terms (lead, occasion, conclusion, audience) and synthesis

Skills:

Students will be able to…

- identify and practice effective presentation skills.
- develop an effective lead and introduction.
- organize effective argument claims.
- synthesize experiences to support an argument.
- draw meaningful argumentative conclusions.

Standards:

Priority:

- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.D Evaluate school-based opportunities for career for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior

project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise.

- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Supporting:

- CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- 15.3.12.L. Evaluate characteristics of positive role models and their contribution to the development of a professional image.
- 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.
- 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment

- Ongoing feedback on the drafts of the presentation
- Feedback on interns' daily journals

Summative Assessment

- The Capstone Presentation
- Career Portfolio
- Mentor evaluation

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide time in class for students to explore the work they've done in the class—research, communication, leadership—as well as the work they've completed in their internship (review their portfolio and their Canvas logs); ask them to synthesize that work by considering the core takeaways and thinking about why their learning mattered to them and could matter to future students; this thinking is the core of their thesis for the pitch.
- Provide time in class for students to work on additions to their portfolio and to discuss narratives and lessons from the internship experience.
- Ask students to complete a detailed brainstorm and outline of their presentation once they've viewed examples and explored their work and their learning; meet with students in class to discuss the focus for their presentation.
- Take time in class to prepare the stages of the presentation and meet with students along the way.
- Have students view two YouTube videos in preparation for their presentation: "How to Avoid Death By PowerPoint" and "How to Create an Awesome Slide Presentation."
- Encourage students to show their drafts of their presentations to their internship supervisor and ask them to get feedback from their supervisor.

Instructional Strategies:

- Define synthesis as the blending of multiple ideas, thoughts, and sources into one coherent and original argument.
- Give students a space in Canvas or OneNote for them to synthesize their research that was completed throughout the course; have them highlight and pull-out key components that will help them locate a core focus for their presentation.
- Tell students the opening lead should be a quintessential story from their internship experience that captures their learning and growth across two semesters of learning.
- Emphasize to students that the presentation needs a guiding thesis, a purpose, a focus—that thesis should hone in on their core learning and their core takeaway on what they've learned and how they've grown as a leader over two semesters of interning.
- Stress to students that the body of the presentation should present their argument for what they've learned, focusing on showing growth, goals, and major projects.
- Remind students that a conclusion should be reflective and universal; therefore, their conclusion should consider the impact their internship will have on their future and the impact the program will have on their future prospects as a leader and professional.

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Students can be provided with scaffolds and outlines for the research in this unit.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.
- Students can be provided with scaffolds and outlines for the research in this unit.

Community Internship 2:
Summative Assessment Task Breakdown

Career Thesis: Students will participate in a culminating project by composing a "Career Thesis" that examines their career, their interests, and their future. Students would tell the story of their interest in the career; they would include research about the skills (both technical and personal) needed for success, the history of the profession and how its evolved, the current outlook of the profession combined with the need for it in today's world; they would combine that research with their own reflections on their perceived strengths, how their goals gibe with the outlook and reality of the career today, how their previous internship experiences have prepared them for their future, and what they hope to achieve and accomplish in their future.

Requirements:

1. An introduction paragraph that has a narrative lead and a thesis statement that answers the question, "Why does my career matter in the world today and how am I fit to meet the need?"

2. A "literature review" that reviews the research found.

3. Three body paragraphs that each have a clear argument defined in a topic sentence, blended research and personal stories as evidence, and commentary that examines the evidence.

4. A conclusion that echoes the lead of the introduction and looks toward the future as a way to finalize the argument.

5. Research: students should include three sources within their writing.

Task breakdown:

1. The project is the foundation of Unit 2 and will be introduced after a review of the communication skills learned in Principles 1.

2. Students will spend time researching the following areas: the history of the career, the outlook of the profession now and in the future, the technical and "soft" skills needed to succeed.

3. Students should write a guiding thesis statement that answers the questions, "Why does my career matter in the world today and how am I fit to meet the need?" Students should also write their story-driven introductions at this point, as well; introductions should focus on telling a singular story that builds to the thesis statement.

4. Students should next draft a "literature review" that summarizes the research they found; this section acts as a "prep" for the coming arguments.

5. Students should then draft their body paragraphs—two of them with topic sentences, evidence, and commentary. These paragraphs should focus on how the student's perceived strengths fit into the career and its success, how their own goals gibe with the outlook and reality of the career today, and how their previous internship experiences have prepared them, and what they hope to achieve/the difference they hope to make.

6. Students should then write a conclusion and publish their essays.

7. Time in class is dedicated to all these steps; teachers should choose deadlines accordingly.

Action Research Project: Students, alongside their mentors, will develop an idea for an action research project, present their findings to their mentor in an argument presentation, and complete the project throughout the semester. The line of inquiry will answer a question and solve a problem that is of interest to the intern, the mentor, and the profession. The project is one of the core projects of the first half of the course and should be a concrete extension on the intern's work from Community Internship 1.

Requirements:

1. A clear line of inquiry that works for both the intern and the mentor.

2. Three sources read, summarized, and evaluated in an annotated bibliography.

3. Creation of a presentation that has a central thesis and addresses the occasion of the project, two core arguments for why the project will resolve a question or a problem, an implementation timeline for the project, a conclusion with clear plans for the future and a look at how the organization will be positively affected by the project.

4. Implementation of the project throughout the internship experience.

Task breakdown:

1. Students should work with their mentor to brainstorm and develop an appropriate subject and question for the project. Once this is decided upon, students should write out the line of inquiry in the form of a question so that it is clear and succinct. Students should make a timeline for their research.

2. Students will be given days in class to review core research skills (source credibility, summary, evaluation, annotated bibliography) and perform research. Teachers should confer with students and guide them through this process.

3. There are checkpoints for the research; each time a source is due, teachers and students can discuss it in class and consider its impact for the larger project. Students should create their annotated bibliography.

4. Students create a thesis that answers the question and provides a focus for what the project will be.

5. At this point, students should begin work on their presentation. They should use Canva to create the presentation.

6. The student should tell the origin of the idea to begin the presentation; they should use their research to set the context for the project before delivering their statement.

7. The two body sections should use research to defend the two big reasons why the intern believes this project will be effective and beneficial. The student should then create their specific and detailed implementation timeline that has a minimum of five steps to it.

8. The conclusion considers the "so what?" question and focuses on the projects potential effect.

9. Students should practice their presentation and decide, with their mentor and teacher, on a date to present. The teacher should be there to assess the presentation as a grade.

10. The project is implemented throughout the remainder of the semester.

Performance Assessments (2): Students will develop, alongside their mentor, a performance assessment. This means the mentor and teacher would assess the student's performance in a career-specific task that makes sense for the profession. The purpose of this assessment is for students to have an authentic opportunity to be assessed in their career field. Part of the assessment is a student-created reflection and analysis of their performance assessment. The grade for the performance assessment will be delivered by the teacher, based on feedback from the mentor on the student's performance and an evaluation of the student's reflection and analysis. There would be two performance assessments—one at the end of the first marking period and one toward the middle of the second marking period.

Requirements:

1. An agreed upon, concrete, and authentic opportunity for the intern to be assessed performing a career-specific skill.

2. A student created reflection on their performance assessment and an analysis of their performance assessment.

Task breakdown:

1. Teachers should engage internship mentors in discussions about possible performance assessments for the students a few weeks in advance of the assignment. Students should also engage with their mentors in this conversation.

2. If mentors and/or students cannot think of an appropriate idea for the performance assessment, they could use these models and examples:

    a. Interns could handle customer service calls or emails.
    b. Interns could lead a meeting with clients.
    c. Interns could present important information at a staff meeting or present important information at a conference.
    d. Interns could develop a business plan to launch a new product.
    e. Interns could respond to Google reviews on the business.
    f. Interns could make a marketing flyer or social media post.

3. Once the idea is developed, ensure that the internship mentor understands the performance rubric they will use for the assessment feedback and ensure there is a good plan for the intern to complete the assessment.

4. Feedback should be given on a "practice" attempt before the actual assessment is given so students know how to improve and what to practice.

5. Schedule a date for the performance assessment; collect and discuss feedback from mentor.

6. Have students complete the written reflection and analysis.

7. Assess the student.

Mentor Evaluations: Mentors provide a summative evaluation of the intern after each marking period. Teachers will share the Microsoft Forms evaluation with the internship mentor two weeks before the end of the marking period.

Career Portfolio: Students will make meaningful additions to their Career Portfolio, which they created in Community Internship 1. The purpose of the assessment is to further the portfolio's development, market the student's growth and development, and showcase their learning and reflection throughout the internship experience.

Requirements:

1. Students should build on their original digital portfolio—not start over.

2. The following pages should be added to the digital portfolio: Career Thesis overview, ARP overview, performance assessment overview, updated goals for the new internship, updated "the daily" tasks.

3. All other requirements from Community Internship 1 are to be followed: pictures, videos, reflections, etc.

Task breakdown:

1. Teachers should "introduce" additions to the portfolio as the students complete projects during the internship. For instance, once the students complete the Career Thesis, interns should add highlights from that project to their digital portfolio.

2. Teachers can monitor the completion of the additions throughout the semester and provide feedback.

3. The portfolio should be completed toward the end of the semester; the same rubric as Community Internship 1 can be used.

Capstone Presentation: Students will present their internship experience to the class as a final assessment. The presentation is meant to be a true capstone to the internship experience, complete with the intern discussing their learning and growth over the two semesters of the program. Students will use Canva to showcase their growth; the presentation will be the final assessment of students' leadership and communication skills.

Requirements:

1. A clear thesis that defines what they have learned about leadership and work over two semesters.

2. An introduction that leads with a sharp and meaningful internship story, reviews the student's two semesters of interning, and ends with their thesis.

3. Three clear reasons that support the thesis. Students should frame these reasons as arguments or lessons from the internship that showcase their thesis.

4. The three reasons should make use of their Community Internship 1 and 2 projects for supporting evidence.

5. Interns should examine and comment on the supporting evidence and focus on growth and learning over the course of the two semesters.

6. A conclusion that echoes the lead and looks to the future.

7. Students should use Canva for the presentation.

Task breakdown:

1. Teachers should introduce this assignment early in the second marking period of the course.

2. Teachers should confirm thesis statements with students early in the process and ensure they have a big idea to thread through the presentation.

3. Students should complete an outline of the presentation that lays out the three main reasons, the evidence to use, and the commentary for the presentation. Teachers should confer with interns on the outline and provide feedback.

4. Students complete a rough draft of the presentation and turn that in for teacher feedback.

5. Students can practice their presentations with the teacher and with their mentor if needed.

6. Teachers should invite mentors to view presentations, and they should be held in the final week of the semester.

Community Internship 2: Internship Logistics

- *MARKING PERIOD 1:* Students would meet 2x a week (Mondays and Wednesdays) with their CBSD instructor in Marking Period 1; interns are expected to bank 4.5 internship hours a week.

- *MARKING PERIOD 2:* Students would **not** formally meet with their CBSD instructor in Marking Period 2; they would schedule **weekly** project check-ins with their instructor. Interns are expected to bank get 7.5 internship hours a week.

  To ensure the intern has more time in the field, there is no formal class meeting time. However, teachers should plan to schedule meetings with students *once a week* to review internship work, class and internship projects, and goals. These meetings can range in length, but they should be at least 15 minutes. These meetings are **not** class meetings; they are meant to be scheduled check-ins with the intern beyond the traditional internship site visit. The duration of a check-in meeting is at the teacher's discretion. The teacher **must document** the meetings and **keep track** of their purpose and frequency.

  Here is a brief scope and sequence of what could be discussed at these check-in meetings:
  - Performance assessment: Check in with interns about performance ideas, schedules, practice attempts, rubrics, etc. These check-ins can focus on helping interns generate ideas and ensuring the interns are ready for the assessment.

  - Capstone presentation: Check in with interns about the presentation and review the project details, as well as the communication and presentation skills needed for success. Set up checkpoints for interns and meet with them to ensure those checkpoints are completed. Provide feedback on the outlines and drafts of the presentation, ensuring the intern is prepared for the presentation.

  - Goals: Have interns complete goal check-in reflections and discuss these reflections with the students. Ensure goals are being met and meet with interns to discuss their completion.

  - Student-specific feedback: Discuss with students any internship-specific feedback from their mentor.

  - Soft skills remediation and enrichment: Based on individual student need and interest, provide articles, videos, and talking points regarding specific soft skills. For instance, a teacher could review professionalism, leadership, or emotional intelligence with a student. A teacher could review foundational communication principles with a student.

- All other Community Internship Program procedures (time sheets, site visits, internship journals, etc.) apply.

CENTRAL BUCKS SCHOOL DISTRICT
Course of Study
Recommendation for Adoption

Course: Community Internship 2 **Date: 11/5/2026**

Student Level: **All**

Grade Level: **11 - 12**

Characterization of Course of Study:

This course is an elective course designed for students who are interested in exploring a career and who have already completed Community Internship 1. The course builds on the professional, communication, and career-specific skills students have learned in the previous course, while providing students with new opportunities for career projects, goals, and experiences. The purpose of the course is to empower students to try on a career they're passionate about and to instruct students on the core components of effective leadership, career-understanding, and communication. To that end, the course is broken into two components: an instructional component and an experiential internship component.

Instructionally, students will meet with their CBSD instructor to set goals, complete a Career Thesis, and plan a Capstone Presentation and Portfolio that documents the interns' learning and growth. Experientially, the students find their own internship placement, work hands on in the field, and complete multiple projects for their internship supervisor. These projects will focus on career-specific skills that go beyond Community Internship 1. Students will be expected to intern more throughout their experience, to develop deeper and more ambitious goals, and to complete more rigorous and dynamic projects. This course focuses less on the classroom instruction and more on the professional internship experience; students will find their own internship location based on CBSD guidelines and requirements before the semester begins.

The scope and sequence of the course is scholarly, rigorous, and experiential. The decision to take this course should be made based on interest and passion for a possible career field, as well as based on the responsibility and professionalism that an experiential internship will demand.

Reasons for Proposed Adoption:

This is a new course offering that extends the Community Internship Program that began in the winter of 2025. The new course was developed out of a growing student interest in a second course and stage of the program. The intention of this course is to be offered for students interested in building on their professional internship experience from the first class.

_____ Principals
(Date of Approval)

_____ Curriculum Committee
(Date of Approval)

_____ The Board of School Directors
(Date of Approval)

Summer and Fall, 2026 Revision Date

Program of Studies

November, 2026

Goal of Presentation



Seeking approval of the Middle School and High School Program of Studies



10 minutes

Agenda



Background



Overview of Changes to MS and HS Program of Studies



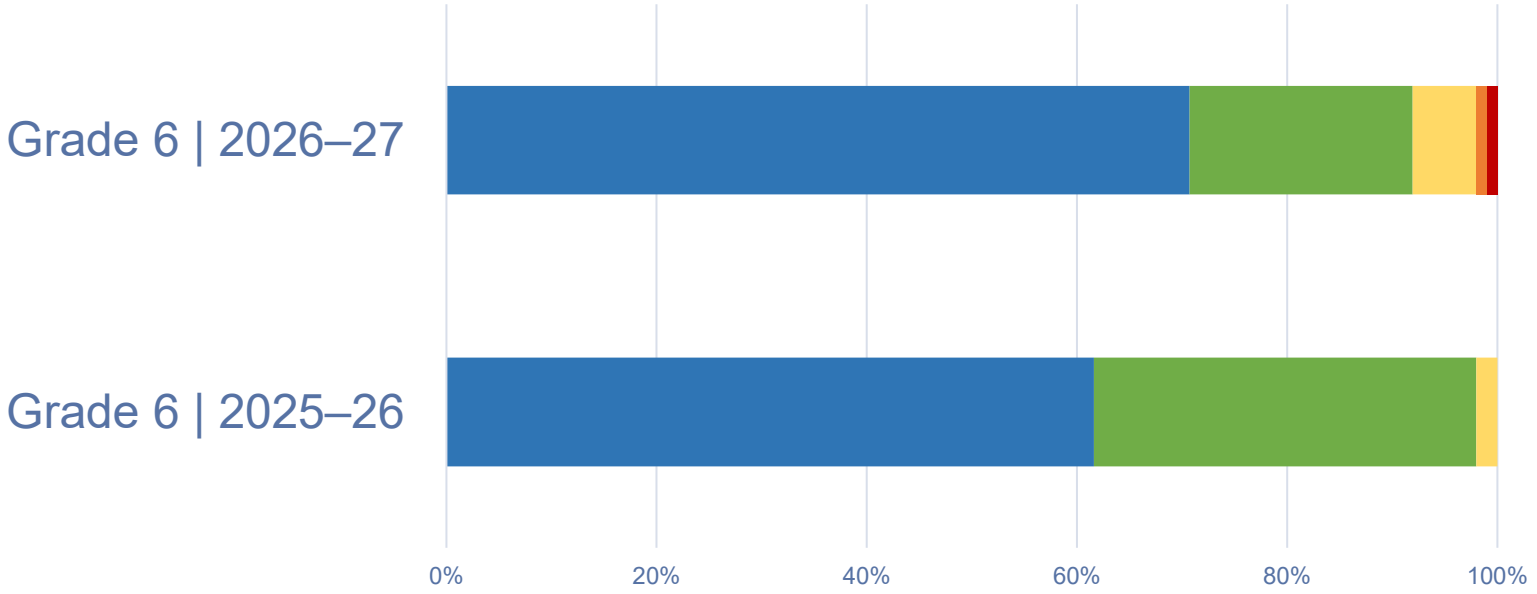
Next Steps

Background

November	December	December – January	February
Program Planning Presentations Begin	Student Course Selection Opens and HS Curriculum Fairs	Students Make Selections and Counselors Review Selections	All Course Selections are Finalized

Middle School Program of Studies

6th Grade Grades: Trimester 1 in 2025 vs Marking Period 1 in 2026



Grade	Marking Period 1 – 2026	Trimester 1 – 2025
A	70%	61%
B	21%	36%
C	6%	2%
D	1%	0%
F	1%	0%

MS Program of Studies

- No Substantive Changes
- Adjusted Sample Schedules

Potential 6th Grade
Music Ensemble Student Schedule Sample

Student Schedule Grade 6 Day 1				
Period	MP 1	MP 2	MP 3	MP 4
1	ELA			
2	ELA			
I/E	I/E			
3	Social Studies			
4	Math			
5	Music (Band, Orchestra, or Choir)			
LUNCH	6th Grade Lunch			
6	Math			
7	Science			

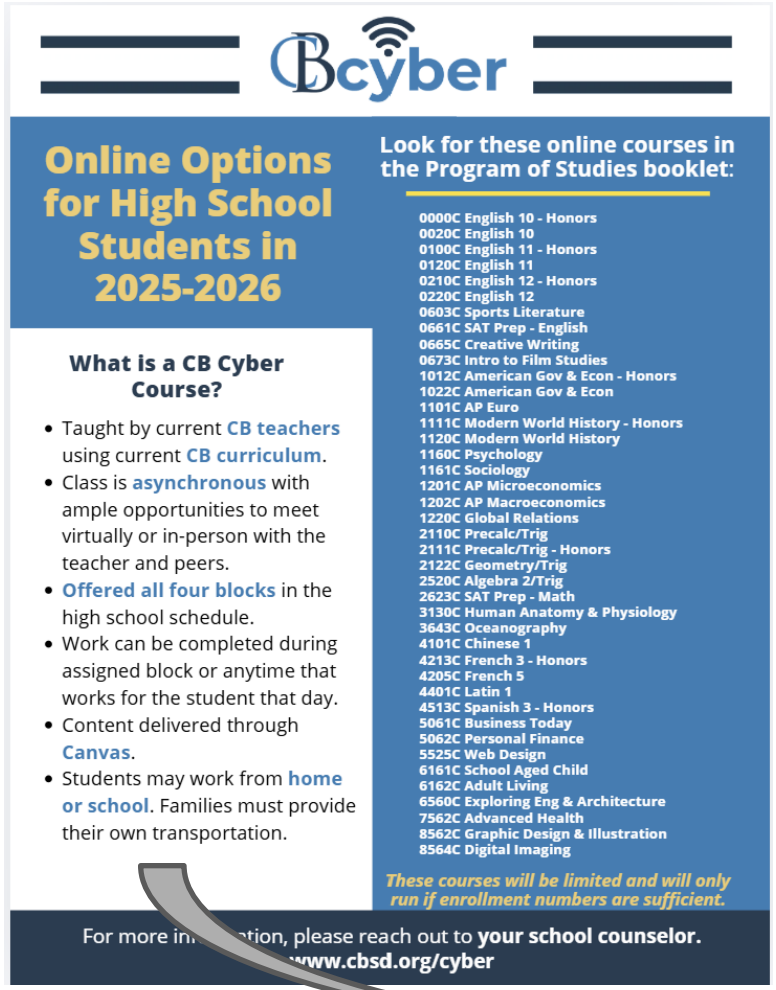
Student Schedule Grade 6 Day 2				
Period	MP 1	MP 2	MP 3	MP 4
1	ELA			
2	ELA			
I/E	I/E			
3	Social Studies			
4	Math			
5	PE 6		Health 6	
LUNCH	6th Grade Lunch			
6	Math			
7	Science			

Student Schedule Grade 6 Day 3 and 4				
Period	MP 1	MP 2	MP 3	MP 4
1	ELA			
2	ELA			
I/E	I/E			
3	Social Studies			
4	Math			
5	Art 6	FCS 6	STEM 6	Int. Tech 6
LUNCH	6th Grade Lunch			
6	Math			
7	Science			

HS Program of Studies Overview of Changes

Page	Description	Details
Not Applicable	CB Cyber Courses	Removed CB Cyber Courses from the Program of Studies
6, 35	Dual Enrollment	Honors Human Anatomy and Physiology
14	Name Change	Sports Management
16,19,22, 38	New Courses	Already shared with board

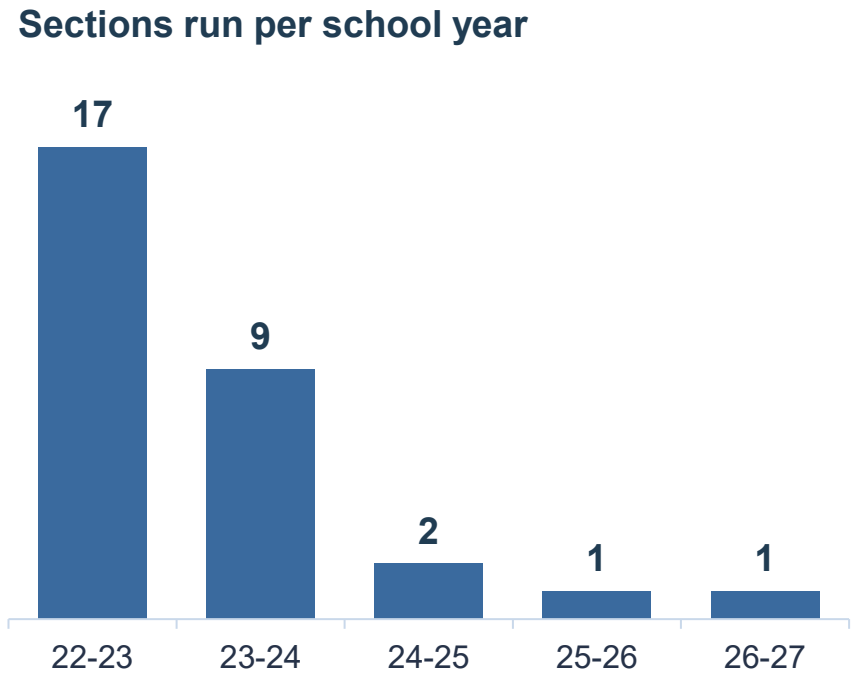
Cyber Courses in CB



What is a CB Cyber Course?

- Taught by current CB teachers using current CB curriculum.
- Class is asynchronous with ample opportunities to meet virtually or in-person with the teacher and peers.
- Offered all four blocks in the high school schedule.
- Work can be completed during assigned block or anytime that works for the student that day.
- Content delivered through Canvas.
- Students may work from home or school. Families must provide their own transportation.

CB Cyber Course Enrollment



Year	Course Name	Enrollment
24 – 25	Adult Living	11
24 – 25	Advanced Health	2
25 – 26	Advanced Health	13
26 – 27	Academic English 12	10

Cannot run CB Cyber courses and honor our class size guidelines (126 AR – Class Size)

Dual Enrollment

Page	Description	Details
6, 35	Dual Enrollment	Honors Human Anatomy and Physiology

3130 Honors Human Anatomy and Physiology-
(18 weeks, 1 credit)
Grades 10-12
Dual Enrollment Eligible- Bucks County Community College (See Page 7) – **BIOL 115 Basic Human Anatomy – 3 credits**
The course explores the structure and function of the human body and the interactions among body systems that maintain homeostasis. Students examine the organization of the body from cells and tissues to organ systems, emphasizing the relationship between structure and function. The course provides a comprehensive study of all major body systems, with an in-depth focus on the skeletal, muscular, nervous, and cardiovascular systems. Students participate in laboratory investigations, including anatomical models and specimen dissections, to deepen their understanding of human anatomy and physiology. Offered at the honors level and as a dual enrollment opportunity through Bucks County Community College, this course reflects the rigor and expectations of an introductory college anatomy and physiology course. **Honors weighted grade. Prerequisite: (3020 or 3010) Academic or Honors Biology, B or better.**

Business Department

Page	Description	Details
14	Name Change	Sports Management

5667 Sports Management
(Formerly called Sports & Entertainment Marketing)
(9 weeks, .5 credit)
Grades 9 -12
Explore the dynamic world of sports business, from amateur athletics to professional sports organizations. This course introduces students to key aspects of the sports industry, including sports marketing, sponsorships and corporate partnerships, event planning, and facility and venue management. Students will gain insight into the strategies and operations that drive successful sports organizations and events.

New Courses

Page	Description	Details
16	New Courses – All Previously Shared with School Board	AP Seminar
19		Study Abroad: Culinary and Cultural Roots
22		Principals of Teaching 2
22		Community Internship 2
38		Advanced Placement U.S. Government and Politics

Next Steps

- Teacher Recommendations
- Student Course Selections
- Curriculum Planning

CENTRAL BUCKS SCHOOL DISTRICT

2027-2028-DRAFT

MIDDLE SCHOOL PROGRAM OF STUDIES

GRADES SIX, SEVEN AND EIGHT

HOLICONG MIDDLE SCHOOL
2900 HOLICONG ROAD
DOYLESTOWN, PA 18902
267.893.2700

TAMANEND MIDDLE SCHOOL
1492 STUCKERT ROAD
WARRINGTON, PA 18976
267.893.2900

LENAPE MIDDLE SCHOOL
313 WEST STATE STREET
DOYLESTOWN, PA 18901
267.893.2800

TOHICKON MIDDLE SCHOOL
5051 OLD EASTON ROAD
DOYLESTOWN, PA 18902
267.893.3300

UNAMI MIDDLE SCHOOL
160 SOUTH MOYER ROAD
CHALFONT, PA 18914
267.893.3400

SIXTH GRADE CORE SUBJECTS

Teachers and counselors have recommended a program of studies based on each student's abilities, interests, goals, and course requirements. Please review the program recommendations and course descriptions contained in this booklet.

GRADE 6 ENGLISH LANGUAGE ARTS

0620 English Language Arts 6

In the 6th grade Reading and English Language Arts course, students engage in a dynamic curriculum aligned with the Pennsylvania Core Standards, focusing on reading, writing, speaking, and listening skills essential for academic success and future readiness. This double block class provides explicit instruction, guided practice, and independent application in word study, vocabulary, comprehension, language conventions, and written composition. With additional instructional time built into the schedule, students read a wide variety of literary and informational texts and participate in shared reading, small group reading, and independent reading. Writing instruction includes narrative, argumentative, and informative modes, using texts as common content. The structure of the course allows for differentiated instruction to meet the needs of all learners.

GRADE 6 MATHEMATICS

2625 Academic Math 6

This course is designed for students who are on-track with grade-level content and material. This course will cover all 6th grade standards preparing students for Academic Math 7 in 7th grade. Topics covered will include number systems and operations, ratio and rate, expressions, equations, inequalities, geometry, and data analysis.

2600 Advanced Math 6

This course is designed for students who have shown significant mastery of fifth grade content. This course will cover sixth and seventh grade standards preparing students to take Algebra 1 in 7th grade. Topics covered will include ratios & proportional reasoning, number systems & operations, equations & inequalities, geometry, data analysis, and probability. Prerequisite: **Criteria for placement includes recommendations from the fifth-grade team based on yearly average, curriculum-based measures, universal screener, and state assessments. For more information consult our CBSD website at https://www.cbsd.org/teaching-and-learning/mathematics/overview**

GRADE 6 SCIENCE

3620 Academic Science 6

Academic Science 6 is an integrated course that covers topics in the life, physical, and environmental sciences. Students will engage in an active learning environment that requires them to ask questions, develop models, plan and carry out investigations, analyze data, solve problems, and construct explanations. Through these authentic learning experiences students will reveal new scientific insights and develop important scientific skills.

GRADE 6 SOCIAL STUDIES

1620 Academic Social Studies 6

In this course, you'll uncover the early stories of human civilization through the theme of "discoveries." You'll explore ancient societies in Mesopotamia, Egypt, India, and China, learning how geography shaped their development and how their innovations continue to influence the world today. While the course emphasizes historical thinking, you'll also use geography to better understand how people lived, governed, and interacted with their environments. Through hands-on activities, inquiry, and research, you'll begin to think like a historian and discover what defines a civilization.

GRADE 6-8 PROGRAM FOR ENRICHMENT (PEN)

Our Gifted Support Program (PEN) for grades 6-8 uses a tiered approach to provide specialized instruction. This program operates on a four-day cycle, with gifted support sessions strategically scheduled at different times for each grade level. Students receive comprehensive support from their PEN teacher through a blended model of pull-out and push-in services, complemented by dedicated Intervention & Enrichment (I&E) sessions throughout the four-day cycle.

SEVENTH GRADE CORE SUBJECTS

Teachers and counselors have recommended a program of studies based on each student's abilities, interests, goals, and course requirements. Please review the program recommendations and course descriptions contained in this booklet.

GRADE 7 ENGLISH LANGUAGE ARTS

0700 Advanced English Language Arts 7
0720 Academic English Language Arts 7
In 7th Grade English Language Arts, students engage in a dynamic and rigorous curriculum aligned with the Pennsylvania Core Standards, emphasizing the development of reading, writing, speaking, and listening skills essential for academic success and future readiness. Students explore a diverse range of literary and informational texts that reflect real-world themes and cultural perspectives, fostering critical thinking and meaningful discussion. They analyze literary elements, structure, and author's craft across genres, strengthen comprehension through close reading strategies, and develop writing skills in narrative, argumentative, and informative formats using evidence-based reasoning. Students also participate in collaborative discussions and presentations to build effective communication skills, while expanding vocabulary and grammar usage through contextual learning and targeted instruction. Students in the Advanced English Language Arts 7 course are expected to be avid readers and sophisticated writers. The course of study includes variations in materials, tasks, and assessments for the advanced level class. Students will encounter challenging texts, discussions, and writing tasks and are expected to have strong reading and writing stamina.

0745 English Language Arts Intervention 7
Assigned as needed
This course is designed to support 7th grade students who are reading below grade level by providing targeted, research-based instruction. Aligned with the Pennsylvania Core Standards for English Language Arts, the program helps students build foundational literacy skills, improve reading fluency, expand vocabulary, and strengthen comprehension through a blended learning model. Students participate in a structured daily routine that includes whole-group instruction focused on reading strategies, vocabulary, and writing, as well as small-group rotations for personalized teacher-led instruction. Students also take part in independent reading and adaptive software practice tailored to their instructional level. They engage with high-interest texts, anchor videos, and interactive activities that promote academic growth and confidence. Regular assessments help monitor progress and guide instruction. Through this intervention, students can achieve up to two years of reading growth in one academic year, preparing them to meet grade-level expectations and succeed across content areas.

GRADE 7 MATHEMATICS

Because of the sequential development of the mathematics curriculum, students must attain the prerequisites in the previous course before advancing to a more difficult level. The prerequisite for each course has been developed with the sole purpose of ensuring students have the skills they need to be successful. These prerequisites must be met before entering the course. Students who do not meet the prerequisite for the next sequential math course can elect to retake the course in summer school or during the next school year. For a complete secondary math course sequence visit https://www.cbsd.org/teaching-and-learning/mathematics/middle-school-math

2700 Advanced Algebra 1
This course is designed for students who have successfully completed Advanced Math 6 and have demonstrated excellent mathematical ability. Students in this class are typically two years above grade level in mathematics. It extends previously learned arithmetic skills to expressions involving variables. Major topics include linear equations and inequalities in one and two variables, exponents and polynomials, factoring, quadratic equations, proportions, functions, radicals, rational expressions, and data analysis. Problem solving, application, communication and reasoning are emphasized throughout the course. Students in this class will take the Algebra 1 Keystone Exams. **Criteria for placement includes recommendations from the sixth grade team based on yearly average, curriculum-based measures, universal screener, and state assessments. For more information consult our CBSD website at https://www.cbsd.org/teaching-and-learning/mathematics/middle-school-math**

2712 Accelerated Math 7
This course is designed to cover both seventh and eighth grade standards. This accelerated course will prepare students to take Accelerated Algebra 1 in eighth grade. Topics covered will include proportional relationships, number systems, equations and inequalities in one variable, similarity, slope, linear relationships, exponents, area, volume, data analysis, sampling, probability, transforming

geometric figures, and constructing geometric figures**. Criteria for placement includes a recommendation from the sixth-grade team based on yearly average, curriculum-based measures, universal screener, and state assessments. For more information consult our CBSD website at https://www.cbsd.org/teaching-and-learning/mathematics/middle-school-math**

2725 Academic Math 7
This course is designed for students who are on-track with grade-level content and material. This course will cover all 7th grade standards preparing students for Academic Math 8 in 8th grade. Topics covered will include proportional relationships, operations involving rational numbers, expressions, equations, & inequalities, geometry, data analysis, and probability.

2745 Math Intervention 7
Assigned as needed
This course is designed for students who would benefit from additional support to meet grade-level standards in mathematics. It focuses on reinforcing foundational skills and addressing learning gaps to build confidence and competence in core concepts.

GRADE 7 SCIENCE

3720 Academic Science 7
Academic Science 7 is an integrated course that covers topics in the life, physical, and environmental sciences. Students will engage in an active learning environment that requires them to ask questions, develop models, plan and carry out investigations, analyze data, solve problems, and construct explanations. Through these authentic learning experiences students will reveal new scientific insights and develop important scientific skills.

GRADE 7 SOCIAL STUDIES

1720 Academic Social Studies 7
In this course, you'll explore how civilizations across the world encountered one another and shaped human history. Building on the foundations from 6th grade, you'll focus on world civilizations such as Greece, Rome, the Middle East, Europe, and the Americas—examining how geography, government, and economics help us understand their development. The course emphasizes historical thinking. You'll also engage in hands-on and experiential learning, along with opportunities for research and inquiry. As you study the contributions and complexities of past societies, you'll strengthen your skills as a scholar and deepen your understanding of what defines a civilization.

GRADE 7 WORLD LANGUAGES

4080 Spanish 1A
Spanish 1A is an introductory course in which students begin developing skills in listening, speaking, reading, and writing in Spanish. Students will learn to greet others, introduce themselves, describe family and friends, talk about daily activities, and express likes, preferences, and future plans. Cultural explorations of Spanish-speaking countries such as Mexico, Puerto Rico, and Guatemala are integrated throughout the course to build global awareness and appreciation. By the end of Spanish 1A, students will be able to communicate about familiar topics in simple sentences and engage in novice conversations in the target language.

4070 French 1A
French 1A is an introductory course in which students begin developing skills in listening, speaking, reading, and writing in French. Students will learn to greet others, introduce themselves, describe family and friends, talk about school life and daily activities, and express likes, dislikes, and preferences. Cultural explorations of French-speaking regions such as France, Canada, Algeria, Tunisia, Morocco, and Martinique are integrated throughout the course to build global awareness and appreciation. By the end of French 1A, students will be able to communicate about familiar topics in simple sentences and engage in novice conversations in the target language.

4078 Passports & Perspectives
Assigned as needed
Passports & Perspectives is an engaging course designed to introduce middle school students to the world of languages and cultures. Students will develop strategies for acquiring vocabulary, recognizing patterns, and practicing basic communication skills. Through interactive activities and cultural comparisons, students will explore how language reflects identity and values, and how their own language and culture compare and contrast with those of others around the world. This course fosters curiosity, global awareness, and appreciation for diverse perspectives, preparing students for future language study and cultural experiences. *This course is assigned as needed and runs opposite 7th Grade Math: Math Intervention 7 and/or 7th Grade ELA: English Language Arts Intervention 7.

GRADE 6-8 PROGRAM FOR ENRICHMENT (PEN)

Our Gifted Support Program (PEN) for grades 6-8 uses a tiered approach to provide specialized instruction. This program operates on a four-day cycle, with gifted support

sessions strategically scheduled at different times for each grade level. Students receive comprehensive support from their PEN teacher through a blended model of pull-out and push-in services, complemented by dedicated Intervention & Enrichment (I&E) sessions throughout the four-day cycle.

EIGHTH GRADE CORE SUBJECTS

Teachers and counselors have recommended a program of studies based on each student's abilities, interests, goals, and course requirements. Please review the program recommendations and course descriptions contained in this booklet.

GRADE 8 ENGLISH

0800 Advanced English Language Arts
0820 Academic English Language Arts

In 8th Grade English Language Arts, students participate in a rich and engaging curriculum aligned with the Pennsylvania Core Standards, emphasizing essential skills in reading, writing, speaking, and listening to support academic achievement and future preparedness. They engage with a diverse selection of literary and informational texts that highlight real-world issues and cultural viewpoints, fostering critical thinking and thoughtful dialogue. Through close reading, students examine literary techniques and authorial choices to deepen comprehension. Writing instruction focuses on narrative, argumentative, and informative styles, encouraging evidence-based reasoning. Additionally, students enhance their communication abilities through collaborative discussions and presentations, while expanding vocabulary and grammar through meaningful, context-driven learning. The Advanced English 8 course integrates reading, literature study, writing, researching, speaking, and thinking skills. Students in this course are expected to be avid readers and sophisticated writers. In this course, students will encounter challenging texts, discussions, and writing and are expected to have strong reading and writing stamina. **Prerequisite: (0700) Advanced English 7, *A* or *B* or teacher recommendation; (0720) Academic English 7, *A* or *A-* or teacher recommendation.**

0845 English Language Arts Intervention 8

Assigned as needed

This course is designed to support 8th grade students who are reading below grade level by providing targeted, research-based instruction in the foundations of reading and writing. Aligned with the Pennsylvania Core Standards for English Language Arts, the program helps students build foundational literacy skills, improve reading fluency, expand vocabulary, and strengthen comprehension through a blended learning model. Students participate in a structured daily routine that includes whole-group instruction focused on reading strategies, vocabulary, and writing, as well as small-group rotations for personalized teacher-led instruction. Students also take part in independent reading and adaptive software practice tailored to their instructional level. They engage with high-interest texts, anchor videos, and interactive activities that promote academic growth and confidence. Regular assessments help monitor progress and guide instruction. Through this intervention, students can achieve up to two years of reading growth in one academic year, preparing them to meet grade-level expectations and succeed across content areas.

GRADE 8 MATHEMATICS

Because of the sequential development of the mathematics curriculum, students must attain the prerequisites in the previous course before advancing to a more difficult level. The prerequisite for each course has been developed with the sole purpose of ensuring students have the skills they need to be successful. These prerequisites must be met before entering the course. Students who do not meet the prerequisite for the next sequential math course can elect to retake the course in summer school or during the next school year. For a complete secondary math course sequence visit https://www.cbsd.org/teaching-and-learning/mathematics/middle-school-math

2800 Advanced Geometry

This course is designed for students who have successfully completed Algebra 1 or Algebra 1B. Geometry/Trig has three major sections: The Foundation (Units 1-2), The Heart (Units 3-5), and The Application (Units 6-8). In *The Foundation* students will learn about proper mathematical communication. Students will learn to make logical arguments and justify their rationale for problem solving steps. In *The Heart* students will focus on Triangles (Rules & Relationships, Similarity, Congruence, and Right Triangle Trigonometry). Finally, in *The Application*, students will apply concepts from throughout the course to Polygons, Quadrilaterals, and Circles. Students will conclude the course by reviewing Area & Perimeter of Plane Figures and studying Surface Area & Volume of Solids. There will be an emphasis on applying algebra to geometric figures and applying geometric concepts to real world scenarios. **Prerequisite: Advanced Algebra 1, *B-* (80%) or teacher recommendation.**

2812 Accelerated Algebra 1

This course is intended for college-bound students who have successfully completed Accelerated Math 7 and have

demonstrated excellent mathematical ability. Algebra 1 extends previously learned arithmetic skills to expressions involving variables. Major topics include linear equations and inequalities in one and two variables, exponents and polynomials, factoring, quadratic equations, proportions, functions, radicals, rational expressions, and data analysis. Problem solving applications, communication and reasoning are emphasized throughout the course. Students in this class will take the Algebra 1 Keystone Exams. **Prerequisite: Accelerated Math 7 (*B-*, 80% or higher) or teacher recommendation.**

2825 Academic Math 8
This course is designed for students who are on-track with grade-level content and material. This course will cover all 8th grade standards preparing students for Algebra 1A or Algebra 1 in 9th grade. Topics covered will include transformational geometry, linear equations and applications, relationships and functions, statistics and probability, real numbers and Pythagorean Theorem, exponents, scientific notation, and volume.

2845 Math Intervention 8
Assigned as needed
This course is designed for students who would benefit from additional support to meet grade-level standards in mathematics. It focuses on reinforcing foundational skills and addressing learning gaps to build confidence and competence in core concepts.

GRADE 8 SCIENCE

3800 Advanced Science 8
Science 8 is an integrated course that covers topics in the life, physical, and Earth/space sciences. As in Science 7, students will engage in an active learning environment that requires them to ask questions, develop models, plan and carry out investigations, analyze data, solve problems, and construct explanations. Through these authentic learning experiences students will reveal new scientific insights and develop important scientific skills.

The Advanced Science 8 course of study includes variations in materials, tasks, and assessments. Advanced students will complete more demanding assignments and study additional material beyond that expected in the Academic level. Further, Advanced students will be required to complete a challenging scientific investigation focusing on the important role of the scientific method in the analysis of a problem. **Prerequisite: Academic Science 7, *A-* average or teacher recommendation.**

3820 Academic Science 8
Science 8 is an integrated course that covers topics in the life, physical, and Earth/space sciences. As in Science 7, students will engage in an active learning environment that requires them to ask questions, develop models, plan and carry out investigations, analyze data, solve problems, and construct explanations. Through these authentic learning experiences students will reveal new scientific insights and develop important scientific skills.

GRADE 8 SOCIAL STUDIES

1800 Advanced Social Studies 8
In this course, you'll explore the story of the United States from the 18th through the 19th century. You'll learn about Colonial America, the American Revolution, and the creation of our government. Then you will follow the nation's growth through the Civil War, Reconstruction, westward expansion, and the rise of industry and immigration. You'll also complete a research project where you'll build a historical argument and support it with evidence from both primary and secondary sources. Throughout the year, you'll sharpen your critical thinking and communication skills while diving into big ideas in history, geography, economics, and government. This course is designed for students who want a more challenging and in-depth study of American history. You'll complete rigorous assignments, explore additional content, and conduct an extensive research project using both primary and secondary sources. Expect to engage with complex ideas and develop strong academic habits that prepare you for future honors-level work. **Prerequisite: Academic Social Studies 7, *A* or *A-* or teacher recommendation and an enthusiasm for history.**

1820 Academic Social Studies 8
In this course, you'll explore the story of the United States from the 18th through the 19th century. You'll learn about Colonial America, the American Revolution, and the creation of our government. Then you will follow the nation's growth through the Civil War, Reconstruction, westward expansion, and the rise of industry and immigration. Along the way, you'll sharpen your critical thinking and communication skills while diving into big ideas in history, geography, economics, and government. This course helps you understand how the past shapes the world you live in today.

GRADE 8 WORLD LANGUAGES

4081 Spanish 1B

Spanish 1B builds on the foundational communication skills developed in Spanish 1A through continued study of vocabulary, grammar, and cultural perspectives. Students strengthen their proficiency in listening, speaking, reading, and writing as they communicate about topics such as food, health and wellness, hobbies, sports, travel, transportation, geography, nature, and the environment. Through the exploration of Spanish-speaking countries and cultures, students develop intercultural understanding while expanding their ability to communicate in a variety of real-world contexts using present and past time frames. The course emphasizes meaningful communication, cultural awareness, and the continued development of language-learning strategies that support increasing independence and proficiency in Spanish. **Prerequisite: *C-* or higher in Spanish 1A.**

4071 French 1B

French 1B builds on the foundational communication skills developed in French 1A through continued study of vocabulary, grammar, and cultural understanding. Students strengthen their proficiency in listening, speaking, reading, and writing as they communicate about school, hobbies, leisure activities, food, weather, clothing, celebrations, and places in the community. Students also develop the ability to describe themselves and others, make plans, and discuss past events in French. Through the exploration of the Francophone culture, including Paris, Normandy, and the Loire Valley, as well as Québec, the Maghreb, and French café culture, students gain a deeper appreciation for the diversity of the French-speaking world. By the end of the course, students will be able to understand and communicate basic information in French about familiar topics, daily experiences, and cultural perspectives using a variety of vocabulary and grammatical structures. **Prerequisite: *C-* or higher in French 1A.**

4078 Passports & Perspectives

Assigned as needed

Passports & Perspectives is an engaging course designed to introduce middle school students to the world of languages and cultures. Students will develop strategies for acquiring vocabulary, recognizing patterns, and practicing basic communication skills. Through interactive activities and cultural comparisons, students will explore how language reflects identity and values, and how their own language and culture compare and contrast with those of others around the world. This course fosters curiosity, global awareness, and appreciation for diverse perspectives, preparing students for future language study and cultural experiences.***This course runs opposite to 8th Grade Math: Math Intervention 8 and/or 8th Grade ELA: English Language Arts Intervention 8.**

GRADE 6-8 PROGRAM FOR ENRICHMENT (PEN)

Our Gifted Support Program (PEN) for grades 6-8 uses a tiered approach to provide specialized instruction. This program operates on a four-day cycle, with gifted support sessions strategically scheduled at different times for each grade level. Students receive comprehensive support from their PEN teacher through a blended model of pull-out and push-in services, complemented by dedicated Intervention & Enrichment (I&E) sessions throughout the four-day cycle.

ART

8650 Grade 6 Art

This course follows a Disciplined-Based Art Education (DBAE) approach while aligning with national standards for visual arts education. Students will engage in a dynamic, hands-on exploration of artistic techniques, concepts, and cultural connections. Through both two-dimensional and three-dimensional projects, students will investigate color, texture, and form, while exploring a variety of artistic genres and styles . They will use line, shape, and space to create depth and meaning in their work while drawing inspiration from historical and contemporary artists. By blending skill-building with creative exploration, this course allows teachers the flexibility to tailor projects to students' interests. Beyond creating art, students will explore self-expression, creativity, and the meaningful role art plays in different communities and time periods.

8750 Grade 7 Art

This course builds upon the skills emphasized in the Elementary art program. Students focus on the possible studio units of drawing, painting, printmaking, ceramics, and sculpture. Students produce a variety of two and three-dimensional art works. Art History is integrated throughout the course. Art movements, from the late 1800's to the early 1920's will be explored. Students continue to develop knowledge and skills in the disciplines of Art Criticism, Aesthetics and Philosophy, through various activities including critiques, class discussions, reflections, and writings.

8850 Grade 8 Art

This course extends concepts, skills, and prior experiences. The possible studio units focused upon include advanced intermediate skills and concepts in drawing, painting, commercial art, architecture, crafts, and animation. In Art History, students will study the artistic styles that were developed beginning in 1915 until the end of the 20th century. A variety of art movements and artists will be introduced and explored. Students will further develop knowledge and skills related to the disciplines of Aesthetics, Philosophy, and Art Criticism using critiques and discussions.

8655 Collaborative Art 6
8755 Collaborative Art 7
8855 Collaborative Art 8

Collaborative Art is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both, a peer mentor and learner. This course is designed to provide students (with and without disabilities) the opportunity to experience art in a modified and safe environment. The focus of this course is on the academic and social growth of all participants. Engaging in art alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various abilities that are present in an artistic setting. This course will be offered according to the scheduling needs of the building.

BUSINESS AND INTEGRATED TECHNOLOGY

5636 Integrated Technology 6

In this course, students will build foundational technology skills by learning effective file management and using Office 365 tools for productivity and collaboration. Students will also explore careers in marketing, accounting, and management, developing communication, organization, and critical thinking skills. Through portfolio creation and mock interviews, students will connect their personal strengths to real-world career paths and gain confidence in their ability to succeed in a digital and professional environment.

5637 Integrated Technology 7

Throughout this course, students will display technology competencies through project-based learning. An instructional model will develop empowered learners by maintaining a digital portfolio of projects utilizing Microsoft Suite applications. Students will recognize feedback from digital tools, make adjustments based on feedback, and use age-appropriate technology to share. This work will prepare students for the technology skills required for high school, college, and career.

5638 Integrated Technology 8

Integrated Technology 8 introduces students to the essentials of entrepreneurship through the application of how entrepreneurs utilize technology to start and operate companies. During the progression of the course, students will collect data to create a business, based on a need within the community. After identifying the need, students will construct a business plan using the MS Office Suite, along with creating and presenting a variety of marketing elements including a commercial and/or a website. This project-based course will utilize Central Bucks Technology Standards, which builds upon the K-7 technology toolkit.

COMPASS

9600 Compass 6
Compass 6 is a course designed to equip middle school students with essential strategies that foster success both in school and beyond. Through engaging activities, students build essential competencies across three interconnected units. Academic skill building includes study strategies, strengthening executive functioning skills and emphasizing personal responsibility with a focus on Digital Citizenship. Social skill building covers collaboration, communication and problem solving. Personal skill building allows students to explore their own mindset and motivation as they prepare for future academic and career endeavors, including compiling career readiness artifacts in alignment with Pennsylvania middle school requirements**.**

9700 Compass 7
9800 Compass 8
Compass 7 and Compass 8 builds upon the foundation established in Compass 6 through deeper exploration of academic, social, and personal development. Through engaging learning experiences, collaborative projects, and real-world applications, students continue to strengthen executive functioning skills, personal responsibility, communication, and problem-solving abilities. Developmentally appropriate resources, media, and learning experiences reinforce Digital Citizenship concepts and help students navigate the opportunities and challenges commonly encountered during the middle school years. Students also continue to investigate academic and career pathways through the required Pennsylvania career readiness requirements.

FAMILY & CONSUMER SCIENCES

6650 Family and Consumer Sciences 6
This engaging course offers 6th-grade students the opportunity to develop foundational life skills through two comprehensive units: Food Science & Nutrition and Personal Finance & Consumer Skills. Students will learn about kitchen safety, basic cooking techniques, and the impact of food choices on their health. In the Personal Finance and Consumer Skills unit, students will discover how to manage money wisely by understanding the connection between work, income, saving, and spending. Whether they are preparing a recipe or a budget, students will walk away with confidence and skills they can use now and in the future.

6750 Family and Consumer Sciences 7
In 7th grade Family and Consumer Sciences, students will develop essential life skills through hands-on learning in the areas of food science, sewing, and child development. In the Food Science Unit, they'll learn how to safely prepare recipes, understand where food comes from, and make informed nutritional choices using food labels. In our Resource Management Unit, students will master the basics of clothing care, sustainability, and machine sewing through creative projects. Finally, they'll explore early childhood development and what it means to be a responsible caregiver. This course empowers students to make smart, nutritional, and responsible choices at home and in their community.

6850 Family and Consumer Sciences 8
In 8th Grade Family and Consumer Sciences students gain real-world skills through four key areas: food science, career exploration, human development, and financial literacy. They'll enhance their culinary abilities with intermediate level recipes, while learning about nutrition, energy needs, and food safety. Students will also explore workplace readiness by practicing interviewing, communication, and teamwork. Through the study of family life stages and personal goal setting, they'll build self-awareness and decision-making skills. In the finance unit, students will learn how to manage a budget, compare income types, and become informed consumers. This course empowers students to confidently navigate everyday responsibilities and plan for their future.

6655 Collaborative Family Consumer Science 6
6755 Collaborative Family Consumer Science 7
6855 Collaborative Family Consumer Science 8
Collaborative Family Consumer Science is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both, a peer mentor and learner. This course is designed to provide students (with and without disabilities) the opportunity to learn skills from family consumer science in a modified and safe environment. The focus of this course is on the academic and social growth of all participants. Engaging in work alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various abilities that are present in the family consumer science setting. This course will be offered according to the scheduling needs of the building.

MUSIC

Students may elect to take a performing ensemble music class in sixth, seventh and eighth grades. Students choose from band, orchestra, or chorus. Please note: Only students enrolled in curricular music performance classes (Chorus, Band and Orchestra) are eligible to audition for the BCMEA County Music Festival, and (afterschool) select music ensembles. (Exploring Music does not qualify as a performance class.) Students who do not enroll in band, orchestra, or chorus will be enrolled in an exploring music course.

8554 Chorus 6
8754 Chorus 7
8854 Chorus 8
These courses are designed for students who desire to develop their interest in music through singing and other activities. Development of vocal skills and technique will be taught, and students will experience singing a wide variety of musical styles, including multi-part arrangements. Students will learn how to read a musical score. Additional experiences may include aspects of Theatre Arts and other performance experiences. Opportunities for public performance will help students to build confidence and a sense of accomplishment, both individually and collectively. **Prerequisite: None**

8652 Band 6
8752 Band 7
8852 Band 8
These courses are designed for students who play band instruments in the woodwind, brass, and percussion families. Students experience playing in a variety of musical styles and will continue their development of musical skills and techniques. Instruction includes learning to read and interpret musical scores. Public performances throughout the year help students build confidence, teamwork, and a sense of accomplishment. **Prerequisite for Band: Successful completion of Grade 5,6,7 band or the equivalent.**

8653 Orchestra 6
8753 Orchestra 7
8853 Orchestra 8
These courses are designed for students who play violin, viola, cello, or double bass. Students will focus on developing essential string techniques, ensemble skills, and musical expression. Through rehearsal and performance, they will explore a variety of musical styles and build confidence as string performers. Emphasis is placed on tone production, music reading, and collaborative musicianship in a supportive ensemble setting. Public performances throughout the year help students build confidence, teamwork, and a sense of accomplishment. **Prerequisite for Orchestra 6: Successful completion of Grade 5,6,7 orchestra or the equivalent.**

8651 Exploring Music 6
In this engaging and hands-on course, students will discover the many dimensions of music through active participation and creative exploration. From learning about diverse music genres to developing rhythmic skills, students will build a strong foundation in musical understanding. Whether performing, listening, or creating, students will gain a deeper appreciation for music and its role in the world around them.

8751 Exploring Music 7
In this interactive course, students will continue developing their musical abilities through expanded performance and creative opportunities. Building on prior ukulele experience, students will refine their playing skills and explore ensemble performance. Students will dive deeper into music production, using digital tools and keyboard controllers to create and manipulate sound. The course also explores the role of music in theater and film, examining how scores enhance storytelling and emotion. Through performance, technology, and listening, students will gain a deeper understanding of music's expressive power.

8851 Exploring Music 8
This course invites students to deepen their musical skills and understanding through hands-on experiences and creative exploration. Students will learn to play guitar, gaining confidence in basic chords and strumming techniques. They'll study song form and structure, analyzing how music is built and how it communicates ideas and emotions. Through music production activities, students will experiment with digital tools to create and edit their own musical projects. The course also introduces students to a variety of music-related careers, helping them discover the many paths available in the world of music.

8675 Collaborative Music 6
8775 Collaborative Music 7
8875 Collaborative Music 8
Collaborative Music is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both, a peer mentor and learner. This course is designed to provide stu-

dents (with and without disabilities) the opportunity to experience music in a modified environment. The focus of this course is on the academic and social growth of all participants. Engaging in music alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various abilities that are present in a music setting. This course will be offered according to the scheduling needs of the building.

PHYSICAL EDUCATION

7650 Physical Education 6
The 6th grade Physical Education program is designed to teach students the skills, knowledge, and attitudes essential for living a healthy lifestyle. In this course, students will explore fundamental physical and social skills. They will develop personal responsibility and team-building abilities through collaborative activities. Team activities such as invasion games and ultimate games will foster strategic thinking and teamwork. The fitness concepts unit will cover the components of physical fitness and promote lifelong fitness habits. Dance and movement activities will encourage creative expression and coordination, while racquet games will enhance hand-eye coordination and agility. Each unit is intended to foster a supportive and active learning environment.

7651 Health Education 6
The 6th Grade Health Education program is designed to teach students the skills needed to stay healthy and safe. Students will practice mental and emotional health by recognizing emotions, managing stress, and using positive coping strategies. They will learn how to build strong friendships, communicate respectfully, and resolve conflicts. Safety lessons will include topics such as recognizing bullying and cyberbullying. Students will also learn about the dangers of alcohol, tobacco, and other drugs, as well as how to resist peer pressure. Finally, they will study the changes that occur during adolescence and how body systems function within the human growth and development unit. These lessons help students make informed choices for a healthy life.

7750 Physical Education 7
The 7th grade Physical Education program is a comprehensive course designed to teach students the skills, knowledge, and attitudes essential for living a healthy lifestyle. In this course, students will explore the dimensions of wellness through physical activity. Students completing this course will participate in a variety of physical education activities, including lifetime activities, team building, team games, fitness concepts, racquet sports, and personal responsibility. Skills-based instruction is integrated to ensure students develop practical abilities that can be applied in real-life situations.

7751 Health Education 7
The 7th Grade Health Education program is designed to empower students to take charge of their health and well-being through skills-based learning experiences. Students will explore key topics such as mental and emotional wellness, healthy relationships, substance use and abuse, human growth and development, violence prevention and safety, healthy eating, and personal wellness. Lessons focus on building health literacy, developing decision-making skills, and understanding how social and environmental factors influence health. Students will learn to apply these skills in real-life situations to support their own well-being and positively impact others.

7850 Physical Education 8
The 8th Grade Physical Education program is designed to teach students the skills, knowledge, and attitudes essential for living a healthy lifestyle. In this course, students will explore the many dimensions of wellness through physical activity experiences. Students completing this course will participate in a variety of physical education activities, including Personal Responsibility and Team-building, where they will develop skills in teamwork, cooperation, and personal accountability; Team Activities, which involve engaging in various team sports and cooperative games to enhance social skills and physical fitness; Fitness Concepts, understanding the components of fitness and their relationship to physical activity; Dance and Movement, exploring creative expression through dance and movement activities; Racquet Activities, learning and practicing skills in racquet sports such as tennis and badminton; and Lifetime Activities, participating in activities that promote lifelong fitness and wellness. Emphasis will be placed on fitness, its components, and their relationship to physical activity.

7851 Health Education 8
The 8th Grade Health Education program is to equip students with the knowledge and skills necessary to make informed decisions that promote lifelong health and well-being. Students will explore key topics such as mental and emotional health, human growth and development, violence prevention and safety, healthy eating, personal health and wellness, healthy relationships, and alcohol, tobacco, and other drugs. Students will engage in age-appropriate activities and discussions that foster informed decision-making, self-awareness, and responsible behaviors.

7655 Collaborative Physical Education 6
7755 Collaborative Physical Education 7
7855 Collaborative Physical Education 8
Collaborative Physical Education is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both, a peer mentor and learner. This course is designed to provide students (with and without disabilities) the opportunity to experience all forms of sport activities in a modified, recreational, and safe environment. The focus of this course is on the physical, intellectual, and social growth of all participants. Engaging in physical activity and sport alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various physical and mental abilities and disabilities that can be present in a physical activity setting. This course can take the place of the required 6th, 7th or 8th grade Physical Education course. This course will be offered as either a 6th, 7th or 8th grade course according to the scheduling needs of the building.

TECHNOLOGY AND ENGINEERING EDUCATION

6651 STEM 6
Students will begin their Science, Technology, ENGINEERING and Mathematics (STEM) middle school experience by continuing their QUEST elementary education as they are reintroduced to the foundations of STEM through minds on, hands-on project-based learning. Students will interact with small woodworking machines and tools, drawing tools, basic physical coding in robotics, computer aided design (CAD), 2D subtractive manufacturing machines such as a laser engraver, vinyl cutter and 3D printing additive technology. Projects may include a technical drawing, a small woodshop project, robotics with microcontrollers and other design and prototype-based activities. Emphasis is placed on individual and teamwork by applying the engineering design and problem-solving process to fun and engaging real-world challenges. STEM 6 lays the foundation to develop technological literacy within the STEM framework.

6751 STEM 7
In STEM 7, students deepen their understanding of engineering concepts by working on more complex designs and projects. Topics will include intermediate physical coding in robotics, energy and structures, applied mathematics skills with architecture and engineering, and continued use of CAD, 3D design and printing with other digital design and cutting tools such as a laser engraver, 3D printer and vinyl cutter. Students will analyze problems, test prototypes, and refine solutions according to the engineering design and problem-solving process while building resilience and persistence in their project-based work. Projects may include CO2 dragsters, mousetrap vehicles, rockets, models and a small woodshop project. Emphasis is placed on connecting classroom learning to real-world applications as they continue their journey in developing technological literacy within STEM.

6851 STEM 8
In 8th grade STEM, students are challenged to integrate their accumulated knowledge from previous STEM courses into advanced, multi-step projects. They will use woodshop machines and tools, interact with robotic controllers, code and sensors, observe and explore 3D printing, laser engraving, and vinyl cutting with higher level CAD techniques. Students will work by themselves and in teams to tackle closed and open-ended engineering problems. Projects that may include CO2 dragsters, mousetrap vehicles, rockets, models and a woodshop project. Technological literacy is strengthened in STEM 8 as they prepare for high school-level Science, Technology, ENGINEERING, Art and Mathematics (STEAM) classes.

CENTRAL BUCKS SCHOOL DISTRICT
6th – 8th Grade Elective Courses Information and Sample Schedules

At the heart of our middle school program is a commitment to the philosophy that young adolescents thrive when given opportunities to explore a wide range of disciplines, discover their interests, and develop essential skills for lifelong learning.

In alignment with this philosophy, all students in grades 6 through 8 participate in a full rotation of elective courses. This model ensures all students are exposed to a variety of subjects—music, art, physical education, health, family and consumer science, integrated tech, STEM, and Compass (see course descriptions for more information about all electives classes). This experience allows students to begin identifying areas of passion and strength. By engaging in a variety of learning experiences from all elective areas, students build foundational knowledge across disciplines while cultivating curiosity, creativity, and confidence.

With this in mind, we are committed to providing an equitable experience for all students but recognize it is essential for our Music Ensemble students to remain in their ensemble class for the duration of the year. To ensure this happens, students follow one of two scheduling pathways throughout their middle school years:

- **Music Ensemble Pathway:** Students enrolled in band, choir, or orchestra remain in their ensemble class year-round on a four-day rotation. Within this pathway, students engage with the skills students learn during their Compass 6, Compass 7, and Compass 8 electives. Compass curriculum—Compass 6, Compass 7, and Compass 8—within their ensemble course taught by their music teacher. When possible, the skills from Compass are embedded through instruction that integrates these skills into their ensemble experience. Sometimes that may not be possible, so ensemble teachers will also deliver separate Compass lessons to be sure all students leave middle school with the same foundational knowledge.

- **Exploring Music Pathway**: Students not participating in a music ensemble receive general music instruction as part of their elective rotation. These students are scheduled for Compass 6, Compass 7, and Compass 8 as standalone elective courses, ensuring they receive the same skill development in a format tailored to their schedule.

This dual-pathway model honors student choice, while maintaining equitable access to core learning experiences.

Please note:
- If a student is interested in participating in instrumental AND vocal music, the student should register for the band or orchestra class.
- Because of music staffing schedules, there can be NO GUARANTEES that any student will be able to be involved in more than one performing music class during the school day.
- If a student is involved in more than one music performing class, the amount of participation in each class will be determined by the music teachers, based on the musical needs of the class and of the student (This does not mean a 50-50-split between classes). The student will only receive a grade in their instrumental music class.

Potential 6th Grade
Music Ensemble Student Schedule Sample

Student Schedule Grade 6 Day 1				
Period	MP 1	MP 2	MP 3	MP 4
1	ELA			
2	ELA			
I/E	I/E			
3	Social Studies			
4	Math			
5	Music (Band, Orchestra, or Choir)			
LUNCH	6th Grade Lunch			
6	Math			
7	Science			

Student Schedule Grade 6 Day 2				
Period	MP 1	MP 2	MP 3	MP 4
1	ELA			
2	ELA			
I/E	I/E			
3	Social Studies			
4	Math			
5	PE 6		Health 6	
LUNCH	6th Grade Lunch			
6	Math			
7	Science			

Student Schedule Grade 6 Day 3 and 4				
Period	MP 1	MP 2	MP 3	MP 4
1	ELA			
2	ELA			
I/E	I/E			
3	Social Studies			
4	Math			
5	Art 6	FCS 6	STEM 6	Int. Tech 6
LUNCH	6th Grade Lunch			
6	Math			
7	Science			

Potential 6th Grade
Exploring Music Student Schedule Sample

Student Schedule Grade 6 Day 1				
Period	MP 1	MP 2	MP 3	MP 4
1	ELA			
2	ELA			
I/E	I/E			
3	Math			
4	Science			
5	Exploring Music 6		Compass 6	
LUNCH	6th Grade Lunch			
6	Social Studies			
7	Math			

Student Schedule Grade 6 Day 2				
Period	MP 1	MP 2	MP 3	MP 4
1	ELA			
2	ELA			
I/E	I/E			
3	Math			
4	Science			
5	PE 6		Health 6	
LUNCH	6th Grade Lunch			
6	Social Studies			
7	Math			

Student Schedule Grade 6 Day 3 and 4				
Period	MP 1	MP 2	MP 3	MP 4
1	ELA			
2	ELA			
I/E	I/E			
3	Math			
4	Science			
5	Art 6	FCS 6	STEM 6	Int. Tech 6
LUNCH	6th Grade Lunch			
6	Social Studies			
7	Math			

Potential 7th Grade
Music Ensemble Student Schedule Sample

Student Schedule Grade 7 Day 1 and Day 2				
Period	MP 1	MP 2	MP 3	MP 4
1	Music (Band, Orchestra, or Choir)			
2	Art 7	FCS 7	STEM 7	Int Tech 7
I/E	I/E			
3	Social Studies			
4	Science			
Lunch	7th Grade Lunch			
5	English			
6	Math			
7	World Language			

Student Schedule Grade 7 Day 3 and 4				
Period	MP 1	MP 2	MP 3	MP 4
1	Physical Education		Health	
2	Art 7	FCS 7	STEM 7	Int Tech 7
I/E	I/E			
3	Social Studies			
4	Science			
Lunch	7th Grade Lunch			
5	English			
6	Math			
7	World Language			

Potential 7th Grade
Exploring Music Student Schedule Sample

Student Schedule Grade 7 Day 1 and Day 2				
Period	MP 1	MP 2	MP 3	MP 4
1	Music		Compass 7	
2	Art 7	FCS 7	STEM 7	Int Tech 7
I/E	I/E			
3	Social Studies			
4	Science			
Lunch	7th Grade Lunch			
5	English			
6	Math			
7	World Language			

Student Schedule Grade 7 Day 3 and 4				
Period	MP 1	MP 2	MP 3	MP 4
1	Physical Education		Health	
2	Art 7	FCS 7	STEM 7	Int Tech 7
I/E	I/E			
3	Social Studies			
4	Science			
Lunch	7th Grade Lunch			
5	English			
6	Math			
7	World Language			

Potential 8th Grade
Music Ensemble Student Schedule Sample

Student Schedule Grade 8 Day 1 and Day 2				
Period	MP 1	MP 2	MP 3	MP 4
1	World Language			
2	Math			
I/E	I/E			
3	Social Studies			
Lunch	8th Grade Lunch			
4	Science			
5	English			
6	Music (Band, Orchestra, or Choir)			
7	Art 8	FCS 8	STEM 8	Integrated Tech 8

Student Schedule Grade 8 Day 3 and 4				
Period	MP 1	MP 2	MP 3	MP 4
1	World Language			
2	Math			
I/E	I/E			
3	Social Studies			
Lunch	8th Grade Lunch			
4	Science			
5	English			
6	Physical Education		Health	
7	Art 8	FCS 8	STEM 8	Integrated Tech 8

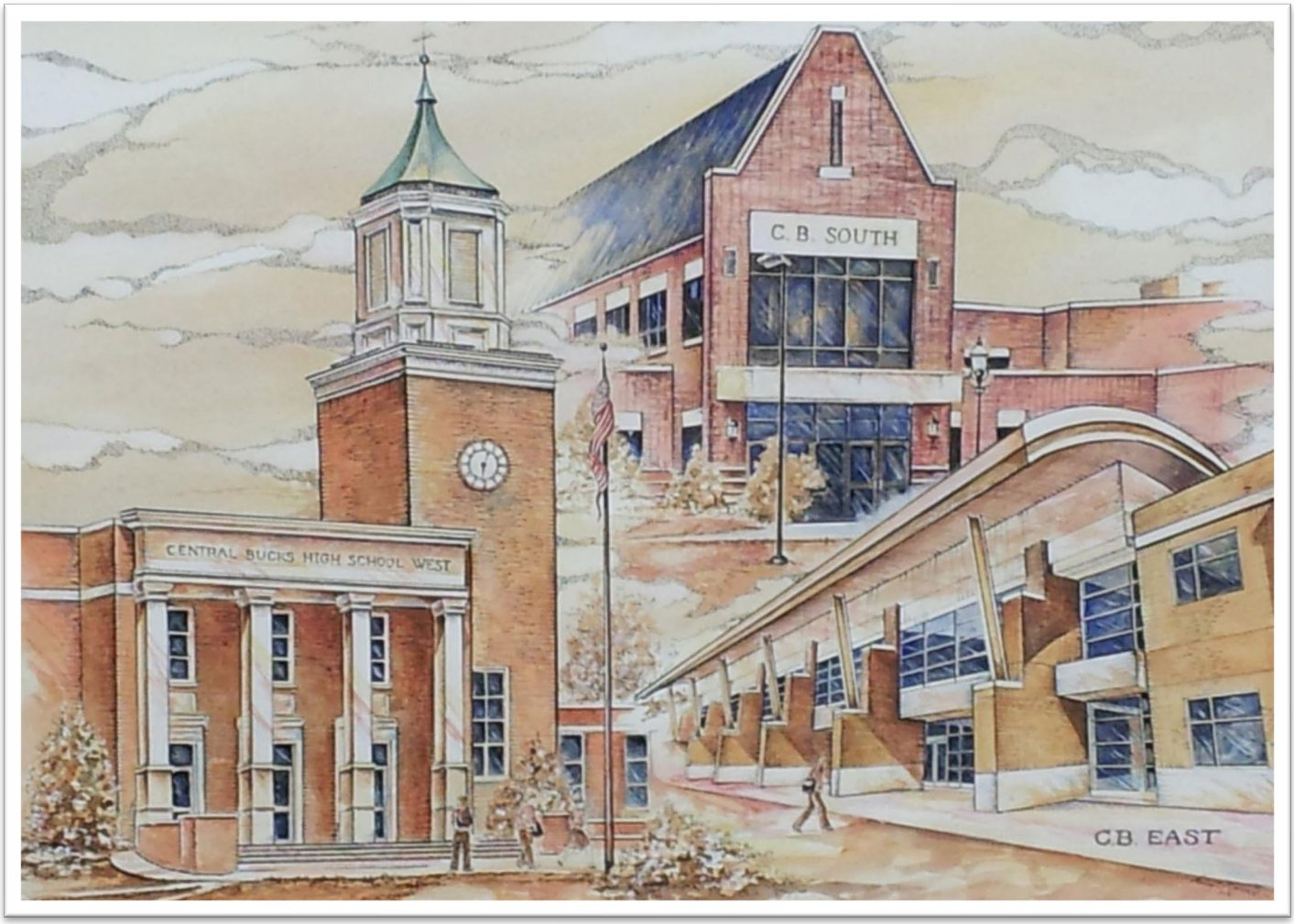
Potential 8th Grade
Exploring Music Student Schedule Sample

Student Schedule Grade 8 Day 1 and Day 2				
Period	MP 1	MP 2	MP 3	MP 4
1	World Language			
2	Math			
I/E	I/E			
3	Social Studies			
Lunch	8th Grade Lunch			
4	Science			
5	English			
6	Music		Compass 8	
7	Art 8	FCS 8	STEM 8	Integrated Tech 8

Student Schedule Grade 8 Day 3 and 4				
Period	MP 1	MP 2	MP 3	MP 4
1	World Language			
2	Math			
I/E	I/E			
3	Social Studies			
Lunch	8th Grade Lunch			
4	Science			
5	English			
6	Physical Education		Health	
7	Art 8	FCS 8	STEM 8	Integrated Tech 8

Central Bucks School District
Program of Studies
2027-2028

Grades 9-12-DRAFT



Updates to this booklet can be found online at www.cbsd.org

Central Bucks School District ~ 20 Welden Drive ~ Doylestown, PA 18901

CENTRAL BUCKS HIGH SCHOOLS~GRADES 9–12

CENTRAL BUCKS HIGH SCHOOL-EAST
2804 Holicong Road
Doylestown, PA 18902
Dr. Chad Watters, Principal
George Moustakas, Coordinator, Tanya Barone-Durant, Melanie Jones, Kristen Sleicher, Marilyn Russo, Walter Sandstrom, Meghann Townsend, Counselors
(267) 893-2300

CENTRAL BUCKS HIGH SCHOOL-SOUTH
1100 Folly Road
Warrington, PA 18976
Jason H. Bucher, Principal
Laura Ladley, Coordinator,
Shana Almeida, Taryn Barrett, Jaime Donovan, Patrick Chapman, Thomas Hill,
Jessica Kirwan-Shaw, Michele McGroggan, Kerry Monk, Counselors
(267) 893-3000

CENTRAL BUCKS HIGH SCHOOL-WEST
375 West Court Street
Doylestown, PA 18901
Lyndell Davis, Principal
Christina Evans, Coordinator, Lori Bagnick, Michael Curtis, Donna Dallam, Rachel Lillo, Shannon Meacham, Dana Rodriguez, Counselors
(267) 893-2500

Area Career and Technical School
GRADES 9–12
MIDDLE BUCKS INSTITUTE OF TECHNOLOGY
2740 Old York Road
Jamison, PA 18929
(215) 343-2480

General Information

Planning Your Program

Planning a four-year program is a serious undertaking. Although some of your courses are required, you will have many choices to make during your years of school. The courses you request will be guided largely by your plans for the future**. Whatever your plans, you should be taking the most challenging courses you can within your academic abilities.**

Some students are sure of their future plans; others are not. It is common for young people to change their minds about which career to choose. The important thing is to choose as rigorous a program as possible, so you don't limit yourself if you change your mind about college or career plans. Sometimes it seems overwhelming to have so many choices to make. Although scheduling is primarily your responsibility, you will have plenty of help from your counselor, your teachers, and your parents.

Your school counselor can provide detailed information about academic programs, graduation requirements, college admissions, technical programs, and scheduling options. Your teachers can help you decide whether you have the ability for a particular course and will recommend students for specific programs. Your parents can provide guidance about your plans for the future, and they must approve your final course request.

Scheduling decisions are important. Counselors and administrators work during the summer to provide a schedule that tries to accommodate the needs of all students. If it is impossible to schedule all course requests. **Once the schedule has been established, it may be impossible to honor a change request because classes have been fixed and teachers have been assigned—so choose carefully.**

Recommended Course Sequences

Under the English, Math, Science, Social Studies and World Language sections in Grades 9–12, you will find recommended course sequences for the Most Rigorous Program and the Academic Program. Many courses have prerequisites in place that must be fulfilled to move forward with a particular course or level. Please see the individual course descriptions for these prerequisites.

Courses in the **Academic Program** have been designed with the rigor necessary for students who are planning to attend college. Students applying to very competitive schools may also want to select some of their courses from the **Most Rigorous Program**.

High School Block Scheduling

The district's high schools use a block scheduling model. The year is divided into four nine-week terms or marking periods. Students take four courses each marking period, and each course is scheduled for 83 minutes. Block scheduling allows students to concentrate on four subjects at a time without feeling rushed from one subject to another. The longer learning period each day gives students an opportunity to practice what they have just learned; a science lab, for example, can follow the lesson in the same period instead of being scheduled for another day. Because one can take the equivalent of eight full-year courses instead of the seven under the traditional system, students have more opportunities to accelerate course sequence and take additional courses in the areas that are most important to them.

Courses are taught for nine, 18, 27 or 36 weeks. Nine-week courses, generally electives, are equivalent to a half-credit. Eighteen-week courses are equivalent to 1.0 credit. 27-week courses are equivalent to 1.5 credits and 36-week courses are equivalent to 2 credits. There are a few instances where courses are run every other day such as music classes, special ed classes, and select courses to run opposite these alternating classes.

Many Advanced Placement courses are 18 weeks in length; however, some AP courses in Social Studies, Calculus, and English Literature are 27 weeks long. AP courses in Biology and Chemistry are 36 weeks long.

Here are some sample schedules to give you an idea how block scheduling works. The courses listed are only examples—your schedule may look very different.

	Grade 9			
	1st MP	**2nd MP**	**3rd MP**	**4th MP**
1	English 9		Environmental Science	
2	Algebra 1		Academic US History	
3	Navigate 9	Health/PE	Spanish 2	
4	Introduction to Business		Creative Writing	American Cuisine
	Grade 10			
	1st MP	**2nd MP**	**3rd MP**	**4th MP**
1	Draw/Paint 1	American Cuisine	Personal Finance	PE/Health
2	Spanish 3		Academic Biology	
3	Accelerated Algebra 2		English 10	
4	Modern World History		Accounting 1	
	Grade 11			
	1st MP	**2nd MP**	**3rd MP**	**4th MP**
1	Psychology	Marketing	Astronomy	SAT/ACT Prep
2	Spanish 4		Academic Chemistry	
3	Precalculus/Trig		English 11	
4	American Government		Ceramics 1	
	Grade 12			
	1st MP	**2nd MP**	**3rd MP**	**4th MP**
1	Academic Physics		English 12	
2	Choir/Study Hall	Choir/Study Hall	Choir/Music Theory	Choir/Music Theory
3	Global Relations		Spanish 5	
4	Calculus 1		Art 1	

Here is a sample of a schedule for a student who attends Middle Bucks Institute of Technology in Grade 10. The MBIT program may be scheduled in the morning or afternoon. This example shows MBIT in the morning.

	Grade 10			
	1st MP	2nd MP	3rd MP	4th MP
1	MBIT Program		MBIT Program	
2	MBIT Program		MBIT Program	
3	Modern World History		Academic Biology	
4	English 10		Academic Geometry	

Minimum Course Requirements
Students in senior year may have no more than one block each marking period as study hall (early release or late-arrival). Central Bucks recommends that students take a rigorous course load based on their post-secondary career goals and plans.

Course Requests
All course requests will be reviewed with you, your teachers, and your parents. When you and your parents approve the courses listed on your Verification Report at the end of your Program Planning, consider that to be your final course request. **Courses must have a sufficient enrollment in order to be offered. If a course you requested will not be offered, another course will be selected from your alternate courses.**

Course Change Policy
Changes in course requests will only be honored for the following two reasons: (1) failure to meet the required prerequisite; or (2) a level change that must be approved by the principal.

Course Withdrawal
In the rare case that a course change is necessary (see policy guidelines above), the following procedures shall apply:

- If the withdrawal occurs after the midpoint and is passing, the final course grade will be *W*+; if the student is failing, then the final course grade posted to the transcript will be an *F*.
- If a student withdraws after the allowable period for adding another course (see bullet point 1), the student will be assigned to and must attend Study Hall.

Graduation Requirements
(1) Course Credits. All students are required to earn a minimum number of credits by successfully completing the performance assessments and the course work in the assigned curriculum areas as specified on the Required Graduation Credit Distribution chart on the following page. **Students have the ultimate responsibility of meeting all graduation requirements. You should periodically check your credit status and consult with your school counselor if you have any questions. Credit status can be checked on the Portal.**

(2) Success Plan: All students are required to successfully complete all required components of Success Plan 9-12. Students will receive .25 credit upon successful completion of SP9 and then will receive .25 credit upon completion of SP11.

(3) Keystone Exams. The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. Students must demonstrate proficiency on these exams. Students who are not proficient on an exam may retake the exam until they demonstrate proficiency. Proficiency on these exams is a graduation requirement in the state of Pennsylvania.

PA Act 158 of 2018 requires students graduating from any Pennsylvania High School to be able to meet the PA statewide high school graduation requirements through one of five pathways. These pathways are designed to ensure students are prepared for success in college, career, and the community. The Statewide requirements for high school graduation require students to demonstrate proficiency on the Algebra I, Biology, and Literature Keystone Exams. The Keystone Exams are designed to measure end-of-course achievement in Algebra 1, Literature, and Biology. These three exams have been developed to provide information about student achievement and also meet federal requirements.

Students who do not demonstrate proficiency on all three exams (known as the Keystone Proficiency Pathway) must demonstrate their college, career, and community readiness by meeting the requirements within one of the other four pathways; the Keystone Composite Pathway, the Career and Technical Education Pathway, the Alternative Assessment Pathway, or the Evidence-Based Pathway. More information on each of the pathways can be found at the following https://pdesas.org/Frameworks/DCEToolKit/Act158PathwaysToGraduationToolkit

Passing all three Keystone Exams (Literature, Algebra 1, and Biology) is the first pathway and the pathway all students should be focused on achieving. Passing the Keystone Exam for each of these courses demonstrates a student has met the expected understanding of the course content taught during each of these core academic classes. If a student is unable to pass one or more Keystone Exam or does not take a Keystone Exam for any reason, they must graduate by an alternative pathway.

One of the components of the Evidence-Based Pathway is the completion of a preapproved Service-Learning Project which must identify a community need, define a student's volunteer commitment to address the need, and describe the positive benefit to the community. The proposed activity must meet regularly and span the length of a semester or year. Approved projects will require a minimum of 10 hours of fieldwork **and must be** approved by school personnel in advance. This opportunity meets the requirements of Pennsylvania Act 158 Graduation Pathways.

Senior Flexibility
Eligible seniors who have fulfilled required coursework and remain on track for graduation may request a senior flex period/block or have more than one block of late arrival/early release (senior flexibility) in a marking period, subject to administrative approval and continued compliance with graduation requirements.

Course Remediation
If a student fails a course or does not meet the prerequisite to move forward in sequence, they may be required to repeat that course to

meet graduation requirements. The original course will remain on the student's transcript in addition to the course taken for remediation. Students should only register for remediation coursework if they have failed a course or have not earned the grade necessary to move forward in sequence.

In instances when the course cannot be repeated in a subsequent semester, course remediation can occur through online summer school. There is a fee associated with courses taken for online remediation.

Credit by Alternative Methods
Students may apply for consideration to earn credit by alternative methods. Details are specified in School Board Policies 217.1, 217.2.

Credit by alternative methods requires the application to be submitted and signed by parents **by May 1st.** Final approval will be needed by specified school and district-level staff members. See your school counselor for details.

Discounted Tuition Bucks County Community College
At the present time, Central Bucks School District has an agreement with Bucks County Community College, allowing high school students, in good standing, to take college courses through an online or in person format, depending on the student's choice of courses. The courses are offered at a discounted tuition rate and must occur outside of the student's school day and high school schedule. All courses must be approved by district coordinators prior to registration for the course. See your School Counselor for more information.

Act 1 of Pennsylvania and Graduation
As per Act 1 of Pennsylvania, Students Experiencing Educational Instability, the Central Bucks School District will award full or partial credits based on documentation provided by the previous school district for any student who meets the following Act 1 criteria: One or more school changes during a single year because of homelessness under the McKinney-Vento Act, students adjudicated under child protective services or those who are detained, and students who are in foster care placements.

School points of contact will work with a student's previous school to determine full or partial credits that should be awarded, as well as credits that should be waived and/or the student's demonstration of competence in the content area to award/waive the credit.

After all options have been exhausted including waiving appropriate credit requirements, modifying courses, and demonstration of competence in the content area, the school may work with the Pennsylvania Department of Education to determine eligibility for a Keystone Diploma.

Seal of Biliteracy
The Seal of Biliteracy is a distinction that a district may award students who prove intermediate-high proficiency in BOTH English and another language at the time of high school graduation.
The purpose of the PA Seal of Biliteracy awarded by CBSD is to:

- Recognize and reward the diverse linguistic talents of our students
- Provide employers and higher educational institutions with a method of identifying candidates with biliteracy skills
- Encourage students to acquire proficiency in English AND another world language
- Promote civic and global engagement

Who is eligible for the Seal of Biliteracy? All students are eligible to apply but only those who prove intermediate-high proficiency in English and other language(s) with approved assessments/evidence and completed application may earn the Seal. Visit our website for more information and to apply**.** **World Languages / Seal of Biliteracy (cbsd.org)**

English Language Development (ELD Program)
Multilingual learners are identified upon registration through the Home Language Survey, WIDA Screener, and transcript review. Once the students' needs are established, they are placed in our ELD course(s) or provided the appropriate support. These credited classes meet daily to provide rigorous academic content to promote an equitable education as well as English literacy to prepare students for college or career readiness. The primary focus of each course is working towards proficiency in the four domains: reading, writing, speaking, and listening. When students are not in their ELD classroom environment, they are enrolled in content area classes and will receive language support as needed.

Required Graduation Credit Distribution Graduating Class of 2030 and 2031

Subject/Course	Diploma	MBIT/Diploma
English	4.00	4.00
Mathematics	4.00	4.00
Environmental Science	1.00	1.00
Life Science	1.00	1.00
Physical Science	1.00	1.00
Social Studies	4.00	4.00
Navigate 9	0.5	0.5
Electives	9.25	10.25
PE/Health	1.5	.50
Personal Finance	0.5	0.5
Success Plan	0.5	0.5
Total Credits	27.25	27.25

A minimum of one credit per year is required in English and Social Studies. Please refer to the graph in the subject section of this guide for the courses that will meet these yearly requirements.

In Central Bucks School District, we follow state guidelines that allow up to one credit from Computer Science courses to be used to fill your graduation requirements for mathematics. The Computer Science courses that may be used for one of the math credits include Code & Create, (0.5 credit), Introduction to Java (0.5 Credit), Introduction to Python (.5 Credit), AP Computer Science A (1 credit), AP Computer Science Principles (1 credit), or AP Cybersecurity (1 credit).

Electives include all subject areas. When a requirement in a specific area has been satisfied, any additional courses taken in that subject area will apply toward the Elective credit requirement. For example, if a student completed 4 credits in science the last course taken applies to the Elective requirement.

In accordance with state regulations for high school graduation requirements, students must demonstrate proficiency on the Keystone Exams in Literature, Algebra 1, and Biology, or demonstrate proficiency through one of five pathways. Pennsylvania Act 35 mandates that all students graduating in 2030 or later must complete a 0.5 credit course in personal financial literacy. In Central Bucks School District, this course is 5062, Personal Finance and is open to all students in 10th through 12th grade. AP Business with Personal Finance is a projected course offering beginning in the 2028-2029 school year and if offered, would be a second option for fulfilling this 0.5 credit requirement.

All students take Navigate 9: Civic Engagement and High School Success in their 9th grade year. This course is designed to support freshmen as they transition into high school. Students will learn to navigate high school life, manage schedules, and access school resources.

Required Graduation Credit Distribution Graduating Classes of 2028 and 2029

Subject	Diploma	MBIT/Diploma
English	4.00	4.00
Mathematics	4.00	4.00
Science	2.00	2.00
Biology	1.00	1.00
Social Studies	4.00	4.00
Electives	10.75	11.25
PE/Health	1.00	.50
Success Plan	.50	.50
Total Credits	27.25	27.25

A minimum of one credit per year is required in English and Social Studies. Please refer to the graph in the subject section of this guide for the courses that will meet these requirements.

In Central Bucks School District, we follow state guidelines that allow up to one credit from Computer Science courses to be used to fill your graduation requirements for mathematics. The Computer Science courses that may be used for one of the math credits include Code & Create, (0.5 credit), Introduction to Java (0.5 Credit), Introduction to Python (.5 Credit), AP Computer Science A (1 credit), AP Computer Science Principles (1 credit), or AP Cybersecurity (1 credit).

Electives include all subject areas. When a requirement in a specific area has been satisfied, any additional courses taken in that subject area will apply toward the Elective credit requirement. For example, if a student completed 4 credits in science the last course taken applies to the Elective requirement.

In accordance with state regulations for high school graduation requirements, students must demonstrate proficiency on the Keystone Exams in Literature, Algebra 1, and Biology, or demonstrate proficiency through one of five pathways.

Special Education
The Individual Education Plan (IEP) developed by parents and school personnel outlines the program for students in special education. The IEP describes both the regular education and special education courses in which students should enroll. Case managers work with students to ensure they are scheduled for the classes that meet their needs. A transition plan is also part of each student's IEP. The purpose of this plan is to outline the steps being taken to assist in student preparation for life after graduation.

Students involved in special education may also attend Middle Bucks Institute of Technology. Students interested in a Middle Bucks program should talk to their counselor and special education case manger (if applicable). Upon completion of the senior high special education program, students will be recommended for graduation with a Central Bucks diploma.

Gifted Education (PEN)
PEN, or Program for Enrichment, is an elective class for students who have been identified as gifted. The PEN class is described in detail under course descriptions.

Transfer Students
When a student transfers to Central Bucks, the student's transcript will be evaluated to determine which course credits apply to the district's graduation requirements. Grades of the transfer courses will be listed according to the grading scale of the transferring school. **The district will weight grades from another school system only for courses that are also weighted-grade courses in Central Bucks or any Advanced Placement course.**

Grades and Quality Points
Report Cards are posted four times each year and are available on the Parent/Student Portal. Letter grades are assigned the following quality points for computing grade point average:

A	= 4.0	B-	= 2.6	D+	= 1.4
A-	= 3.6	C+	= 2.4	D	= 1.0
B+	= 3.4	C	= 2.0	D-	= .6
B	= 3.0	C-	= 1.6	F	= 0

Honor Roll Criteria
Honor Roll: 3.0 Grade Point Average
High Honor Roll: 3.6 Grade Point Average
Distinguished Honor Roll: 4.0 Grade Point Average

Grading Scale

Letter Grade	Min. %	Letter Grade	Min. %	Letter Grade	Min. %
A	92.5	B-	79.5	D+	66.5
A-	89.5	C+	76.5	D	62.5
B+	86.5	C	72.5	D-	59.5
B	82.5	C-	69.5	F	0

Weighted Grades
Weighted grades are designed to encourage motivated students to select the most rigorous courses. Students may earn additional quality points in AP and Honors level courses.

The student who earns a grade of A in an AP course will receive 5 quality points instead of 4, a B grade earns 4 points instead of 3, a C earns 3 points instead of 2, and a D earns 2 points instead of 1. No credit will be given for a failing grade.

All honors courses in grades 9-12 are weighted by .25. The student who earns a grade of A in an Honors course will receive 4.25 quality points instead of 4, a B grade earns 3.25 quality points instead of 3, a C earns 2.25 instead of 2, and a D earns 1.25 quality points instead of 1. No credit will be given for a failing grade.

Student Recognition for Graduates
Only students who have been actively enrolled in an approved secondary school for the four years prior to graduation and have met the academic requirements established by Central Bucks School District will be eligible for consideration for valedictorian and salutatorian. Valedictorians are recognized for earning the highest weighted GPA in their graduating class. Salutatorians are recognized for earning the second-highest weighted GPA in their graduating class. The valedictorian and salutatorian shall be recognized at the graduation ceremonies at their respective high schools.

It shall be the responsibility of each high school principal to select student speakers for the graduation ceremony through an audition process. Each high school shall establish a graduation speaker selection panel comprised of professional staff for the express purpose of selecting two student speakers for graduation. Prospective student speakers must submit written speeches and audition before the graduation speaker selection panel. The high school panels will develop a common rubric to be used for the selection of the speakers. Recommendation for speakers made by the panel shall be final.

Upon the completion of the academic school year, honor recognitions for graduating seniors are determined as follows:

Cum Laude — 3.70 cumulative G.P.A.
Magna Cum Laude — 3.90 cumulative G.P.A.
Summa Cum Laude — 4.10 cumulative G.P.A.

A student earning a weighted cumulative grade point average according to the above categories will receive a diploma seal indicating a graduating status of Cum Laude, Magna Cum Laude, or Summa Cum Laude.

Advanced Placement Courses (AP Courses) and *Calculus 3 (*Calculus 3 for students who already completed AP Calculus AB and AP Calculus BC):

- Encompass all the points listed in the Honors level statements
- Cover the breadth of information, skills and assignments found in corresponding college courses
- Align with the expectations of leading institutions
- Provide motivated and academically prepared students with the opportunity to study and learn at the college level
- Available to all students who have met the prerequisites of the course and are motivated to complete the work required to be successful in a college course while still in high school
- Engage students in challenging problem solving and critical thinking activities on a regular basis

- Are awarded an additional 1.0 weight in recognition of the fact that they are more demanding and have requirements that go beyond those of standard courses

Note specific to AP Courses:

- AP courses follow a curriculum that is approved by the College Board
- Students who take Advanced Placement courses should plan to take the appropriate AP examination. Please read the information about AP Tests in Planning for College.

Dual Enrollment Courses

Students enrolled in dual enrollment courses will receive Central Bucks credit on their high school transcript and the corresponding college course credits on the Delaware Valley University or Bucks County Community College transcript.

- **Rigorous Curriculum:** Courses will be challenging and will align with the Delaware Valley University or Bucks County Community College curriculum.
- **Dual Credit Opportunity:** These courses offer motivated and academically prepared students the chance to study at the college level, earning both high school and college credits simultaneously.
- **Eligibility:** Available to students at CB East, CB South, or CB West who are taking one of the approved dual enrollment courses listed below.
- **Application Process**: Courses must be requested during program planning and will require completion of an application signifying student and parent consent. Applications will be submitted to Delaware Valley University or Bucks County Community College and the college will bill the family directly.
- **Credit and Grading:** Students will receive the standard quality points for computing grade point average (see Page 6) and the letter grade assigned by the Central Bucks teacher. A copy of the college transcript can be requested, upon the completion of the course, from DVU or BCCC directly.
- **Cost:** Each course costs $100/$130 per credit depending on the college, payable directly to Delaware Valley University or Bucks County Community College upon receipt of the invoice.
- **Course Availability:** Our scheduling process is not changing, and no class is guaranteed. Course placement depends on fulfilling graduation requirements, scheduling parameters, and teacher availability. Therefore, requesting and applying for a dual enrollment course does not guarantee enrollment.

Approved Dual Enrollment Courses:

Delaware Valley University

- Statistics and Data Analysis
- Calculus 1
- Environmental Sustainability
- Sociology

Bucks County Community College

- Principles of Teaching
- Honors Human Anatomy and Physiology

College Athletic Eligibility

Students planning to participate in Division 1 or 2 college athletics should be aware of NCAA academic requirements. **It is the student's responsibility to determine if his/her course work meets NCAA requirements. You may access NCAA approved courses online through the NCAA Eligibility Center Online at www.eligibilitycenter.org.** If you have questions about how high school coursework aligns with NCAA Eligibility, please contact your school's Athletic Director or School Counselor.

Foreign Exchange Programs

Details regarding credit and graduation requirements must be carefully arranged with your school counselor if foreign study is being considered.

Students cannot assume that credits will be obtained through foreign study. Because of the difficulty of earning enough credits for graduation through foreign study, it is recommended that students participate in a foreign exchange program **after** graduation from high school.

Early Completion of Graduation Requirements

Students are permitted to complete all graduation requirements by the end of the second marking period of their senior year with parent permission. This includes all Success Plan and Act 158 requirements. These students will receive their diplomas with the rest of the senior class at commencement in June.

Careful planning with your school counselor is essential. Students must have their plans reviewed by their counselor and principal and students must request the early graduation option by May of their junior year. Students requesting such approval must maintain full-time student status during their first semester. **Students are not permitted to leave at the end of the third marking period.**

Parent Portal

Parents can use the Absence Request option on the Portal to submit attendance events for their children to notify the school of their absence. Additionally, parents are required to complete their annual school information update through the Parent Portal to notify the district of any updated communication information for the family or changes in health records for their children. Parents and students can log into the Parent Portal feature of our Infinite Campus student system to see the current information regarding their students. Parents and students can view their schedule, email teachers, and view the current progress of their grades within a particular course-section based on the latest grades entered by their teacher for their assignments/test/projects. Information about students' attendance records, immunizations, assessment scores from standardized tests, family address, and phone information are available through the portal. Parents and students can print out copies of the class schedule, unofficial transcript, and report cards. Graduating Seniors are encouraged to print out a copy of their final unofficial transcript of their final senior year report card immediately after graduation, as they will not have access to their portal after July 1 of the of their graduation year. High school students should track their credits completed towards their high school graduation requirements through the Graduation Planner. Students in grades 9-11 use the Infinite Campus Portal to select their requested courses for the upcoming school year.

Middle Bucks Institute of Technology (Grades 10-12)

Middle Bucks Institute of Technology (MBIT) offers a complete array of career, technical, and preprofessional courses to enhance the academic program of all students. The Middle Bucks campus is located on York Road in Jamison, Warwick Township. The school is operated jointly by four participating school districts: Centennial, Central Bucks, Council Rock, and New Hope-Solebury. The school provides both a morning and afternoon program, with students spending the other half of the day at their high school, where they continue to play an integral role, studying their required subjects and participating in co-curricular and interscholastic activities. Students entering 10th, 11th, or 12th grades are eligible to apply for admission. Transportation to MBIT is provided by the school district.

Students who attend MBIT will fulfill their physical education requirements for graduation in 9th grade year (.5 credit). Students who discontinue the MBIT program and return to their home school full time must complete the required PE credits for a Standard Diploma. Students will complete their Success Plan (Graduation Project) through their home schools.

Variety of Career Development Experiences
Students whose career plans include college will find any of the career programs to be meaningful and appropriate enhancements to a college prep curriculum. MBIT also offers many technical programs ideal for the employment-bound student. Typically, students enroll for three years in a highly rigorous technical program related to their chosen career pathway. Over those three years in the program, students will have the opportunity to earn industry certifications and college credits, offering more post-secondary options.

All programs provide opportunities to participate in internship, clinical, or other work-based experiences in business and industry. Partnership agreements are in place for advanced credit in associate and/or baccalaureate programs at Bucks County Community College, Delaware Valley University, and Pennsylvania College of Technology, a Penn State affiliate.

Upon the successful completion of the required academics and technical competencies earned at MBIT, students may qualify for several free credits in their major at participating colleges across Pennsylvania. SOAR programs offer qualifying students advanced credit(s) with partnering postsecondary institutions in aligned CTE programs. To learn more about advanced college credit opportunities articulated with postsecondary institutions, go to the equivalency search results at www.CollegeTransfer.net.

Admission
Students must complete an MBIT application to be considered for admission. Selection is based on completion of selected prerequisites, aptitude and achievement scores, interest inventories, attendance records, behavior patterns, emotional readiness, and staff recommendations. Selected programs require prerequisites. Applications can be found online at www.mbit.org.

Assessment
Assessment services are intended to help students make career decisions by identifying their technical aptitudes and interests, and will be offered to students in each of the four sending districts. For more information or to have your child tested, please contact either your child's school counselor or MBIT's school counselor.

The Educational Program
The educational program at MBIT is organized into five career pathways and twenty-one career programs (i.e., major courses of study). The career pathway model is recognized as one of the most effective educational initiatives for preparing young people for the new economy.

For complete course descriptions and information please visit the MBIT website for the MBIT Program of Studies book at www.mbit.org.

MBIT Career Pathways and Programs

Arts & Communication Career Pathways
- Commercial Art & Advertising Design
- Multimedia Technology

Business, Finance & Information Technology Career Cluster Pathways
- Networking & Operating Systems Security
- Web Design & Interactive Media

Engineering & Industrial Career Cluster Pathway
- Architecture & Construction Engineering
- Automotive Technology
- Building Trades Occupations
- Collision Repair Technology
- Construction Carpentry
- Electrical Technology
- Engineering Related Technology
- Horticulture, Landscape & Design
- Plumbing & Heating Technology
- Welding Technology

Human Services Career Cluster Pathways
- Culinary Arts & Science
- Cosmetology
- Early Childhood Education
- Public Safety

Science & Health Career Cluster Pathways
- Dental Occupations
- Medical and Health Professions
- Sports Therapy & Exercise Management

Planning for College

Please refer to your building's Student Services/School Counseling website for information about the college admission process.

Students often want to know how they can improve their chances of being accepted to the college of their choice and how they can prepare for college work. Although there is no guarantee that a student will be accepted by a particular college, the next few pages offer proven ways to find colleges which are the best fit for you, along with sound advice on how to give yourself the best possible preparation for the rigors of college work.

Go for the Challenge

Selecting appropriate courses and a challenging academic program is the first step in planning for college. Consult the Recommended Course Sequences charts for appropriate English, Math, Science, Social Studies and World Language courses, and read the section on course selection under General Information. Plan as rigorous a program as you can within your abilities.

Naviance

Naviance is a tool that is very helpful in post-secondary planning. This tool enables students to access college and career information, build a resume, complete on-line surveys, and register for college visits.

PSAT

The PSAT will give you valuable experience in preparing for the SAT exam. PSAT is available to students in Grade 10 and Grade 11 only. **Scores on the PSAT taken by juniors are used to determine National Merit Scholarship semifinalists and commended students for the following school year.**

SAT

Colleges may consider your scores on the SAT for college admissions. Colleges may also look at results of Advanced Placement Tests which are also provided through College Board, where applicable. Visit www.collegeboard.org for online registration, test preparation, and further information.

ACT

Some students may choose to take the ACT. All colleges accept ACT scores for consideration in addition to (or in place of) the SAT. Visit www.actstudent.org for online registration test preparation, and further information.

ePrep

Central Bucks students in grades 9 through 12 are automatically enrolled at https://www.eprep.com, and have FREE access to PSAT, SAT and ACT prep programs. At eprep.com, students will find practice tests, test-taking tips, and videos that explain how to correct problems answered incorrectly during practice sessions.

Testing Information for PSAT/SAT/ACT/AP. While all tests are available to students at all three high schools, some take place at a regional location.

	PSAT	SAT	ACT	AP
Site	All 3 High Schools	CB East & CB South	CB West	All 3 high schools
Site Code	None needed	East 39-162 South 39-718	South 218270	None needed
Dates	October only	Multiple times every year	Oct., Feb. & April	First 2 weeks of May
Suggested Grade	10th & 11th	11th & 12th	11th & 12th	10th, 11th & 12th

CEEB Code Codes for SAT/ACT Registration

East 390488 West 391045 South 394992

CEEB codes must be entered whenever a student registers for the SAT or ACT so the student's scores will be reported to their high school.

Test Preparation is Key

Students should not take the PSAT, SAT, or ACT without careful preparation. It is strongly recommended that students complete Algebra 1, Geometry and Algebra 2, before taking the SAT or ACT, as these skills are required for the math portion of the test. Central Bucks offers several opportunities for (free) test preparation: Students may request one or both of our test prep courses: SAT/ACT Test Preparation—English and SAT/ACT Test Preparation—Math.

Advanced Placement (AP) Courses and Tests

Students who take Advanced Placement courses should plan to take the appropriate Advanced Placement Exam. (Exams are given at all three high schools.) AP test scores are not placed on the high school transcript.

Colleges may award college credit or allow you to skip the beginning level of a course sequence. Students should check colleges' websites to determine each college's policy on AP credits.

Class Rank and GPA

Class rank is not reported to colleges for admission purposes, but the district does report the student's weighted cumulative grade-point average (GPA). The weighted GPA is based on grades from all classes taken in grades 9–12.

Understand Factors for Admissions

College admission officers also look at the degree to which a student has contributed to the life of the school or community. If you are planning to apply to highly selective schools, it is essential to have something that will set you apart from the thousands of other applicants who also have similar grades and standardized scores. Other factors, such as an interview, essay, meaningful activities, and leadership may be considered in the admissions process.

Gather Information
Visit college websites for applications and information, including financial aid and early-decision requests. Find out all you can about colleges and the application process. School counselors are your best source of information about college selections, admissions procedures, and testing schedules. Students should talk to counselors regularly and keep them informed of plans. Students and parents should plan to attend college information programs provided by the Student Services Department, along with the district College & Career Fair.

College Sessions with High Schools
Each fall, college admission representatives provide informal information sessions for students. Juniors and Seniors are encouraged to attend these sessions. Students should sign up for these visits through Naviance.

Visiting College Campuses
Visiting college campuses can be a helpful part of the college decision process. We understand that missing school for a planned college visit may be unavoidable. Families may request absences for up to three college visits in a school year and must complete the absence request forms in advance for administrative approval.

College Application Process
Please refer to your high school's Student Services/School Counseling website for detailed, step-by-step instructions regarding the College Application process.

Complete the Application
Be sure to give yourself plenty of time to fill out applications. Know all your deadlines – **students are ultimately responsible for meeting all their college admission deadlines.** Some colleges use their own electronic application (found on their website), and many use the Common Application (www.commonapp.org) or Coalition App (www.mycoalition.org), which can be filled out once and sent to many participating colleges. Many applications require at least one essay, and some schools require several essays.

Send Transcripts
Official transcripts must come from the Student Services Department, not from the student. **Please note** that transcripts will contain grades for all courses taken in grades 9-12. The student's GPA is based on grades in courses taken in grades 9-12. Students and parents must sign a Records Release Form, and then students can use Naviance to submit electronic requests to send their transcripts to colleges. It takes time for office staff to prepare your transcripts, especially when hundreds of students are applying to college at the same time. **Please allow at least fifteen SCHOOL days for your transcript and recommendation request to be processed**.

Send Test Scores
Many colleges require that you send "Official Test Scores," which means that you must have your scores sent to your colleges directly from the testing agency (College Board for SAT's; ACTStudent.org for ACT's). Students should check the college's policy on whether standardized tests are a required part of the application.

Letters of Recommendation
Many colleges require one or more letters of recommendation from teachers, and often one from a School Counselor. Follow your high school's procedure for requesting letters. Requests may be made electronically through Naviance; however, you must first discuss your request with your teacher. There are also certain requirements for obtaining a school counselor letter of recommendation – please see your high school's Student Services/School Counseling website for details.

Financial Aid
Choose the best college you and your family can afford. For many students this means exploring all options for financial aid. Financial aid packages include grants, which are based on student need; scholarships, work-study programs; and low-interest student loans, which must be repaid after graduation. Contact the financial aid office of any college to which you are applying for specific policies.

Students seeking financial aid need to complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. Seniors can access the FAFSA in the fall, and should submit their completed application as soon as possible. Some colleges may *also* require applicants to fill out the CSS Profile at https://cssprofile.collegeboard.org. More information about Financial Aid is available through your high school's Student Services/School Counseling website and through FAFSA Information Workshops

Scholarship Information
Scholarship announcements and college information are provided throughout the year through the Student Services Department. Students should check Naviance for a list of scholarships.

HIGH SCHOOL COURSES

9000 Navigate 9
Civic Engagement and High School Success
(9 weeks, .5 credit)
Grade 9
Navigate 9 is a required course for all 9th grade students designed to empower students as they transition into high school by fostering civic engagement and responsible citizenship. This problem-based course emphasizes the skills and knowledge needed to be productive, ethical, and informed members of the school community. Students will develop teamwork, leadership, and executive functioning skills such as organization and planning. The course equips you with a strong academic foundation by emphasizing critical thinking, respectful communication, and digital citizenship, with a focus on the ethical use of technology. Students will set personal and academic goals, reflect on their strengths, and cultivate a growth mindset and resilience.

ART

All courses in Art are only offered if there is sufficient enrollment.

8551 Art 1 – Introduction to Studio Art
(18 weeks, 1 credit)
Grades 9-12
This course is open to all students in grades 9-12 who are interested in beginning an exploratory study of art. Prior knowledge, skills, and techniques serve as a starting point and foundation for students to develop and refine their ability to control various two- and three-dimensional media. Students will have introductory and developmental experiences in drawing, acrylic painting, printmaking, and sculpture. Students will also be involved in an active study of Art History, with a focus on American Art. Processes and skills associated with Art Criticism, Aesthetics, and Philosophy will also be explored.

8552 Art 2 – Intermediate Studio Art
(18 weeks, 1 credit)
Grades 9-12
Students who elect to take this course will explore a variety of media and techniques used to create artworks. The development of specific skills that emphasize the direct observation of objects in order to develop control over values, form, proportions, perspective and color within artworks will be emphasized. Students will learn how to create strong compositions in a variety of 2- and 3-dimensional media. In addition, students will be involved in a study of Art History, Aesthetics, and Art Criticism. The development of these abilities is necessary for the next level of art courses including AP Studio art. **Prerequisites: (8551) Art 1, *C* or better or both (8251) Drawing & Painting 1 and (8252) Drawing & Painting 2, *C* or better.**

8553 Art 3 – Comprehensive Studio Art
(18 weeks, 1 credit)
Grades 11-12
In this course, there will be further development and refinement of skills and knowledge in life drawing, landscape drawing, watercolor and acrylic painting, additive and subtractive sculpture, advanced printmaking processes, three-dimensional design, along with art-related careers, Art History, Criticism, and Philosophy. Students considering post-high school study and/or work in any related art field are encouraged to take this course. **Prerequisite: (8552) Art 2-Imtermediate Studio Art, *C* or better.**

8554 Art 4 – Personal Directions in Studio Art and Portfolio
(18 weeks, 1 credit)
Grades 11-12
This course is intended for students seeking to develop a more sophisticated and personalized style for their artwork or for those who wish to prepare portfolios for college, employment interviews, or the College Board AP Art and Design course. Emphasis will be placed on developing creative solutions and expression in choice of media. Art History, Criticism, and Philosophy will be integrated into all units. **Prerequisite: (8553) Art 3-Comprehensive Studio Art, *C* or better or (8500) AP Art and Design. **Students who complete (8500) AP Art and Design in the fall are highly recommended to take this Art 4 course in the spring to finalize their portfolios for AP portfolio exam submission.**

8500 Advanced Placement Art and Design
(18 weeks, 1 credit) *Fall Only course
Grades 11-12
The AP Art and Design course is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem-solving, and ideation. AP Art and Design is not based on a written exam; instead, students will develop a body of work that culminates in a portfolio. The portfolio requirements are divided up into two segments: The Sustained Investigation section of the portfolio includes 15 digital images of works of art that demonstrate process, experimentation, practice, and revision while investigating an idea or theme that has personal interest to the student. The Selected Works section of the portfolio is comprised of five artworks that demonstrate a clear understanding of concept, composition, and execution, whether they are simple or complex. **Prerequisites for AP Studio Art, 2D, Drawing and 3D (non-clay) portfolio = Art 1 and Art 2, 3D (clay only) Ceramics 1 and 2. Per the College Board, there are three portfolio options. Students may take this class more than once with different portfolios. Students who complete (8500) AP Art and Design in the fall are highly recommended to take the (8554) Art 4-Personal Directions in Studio Art and Portfolio course in the spring to finalize their portfolios for AP exam submission in May.**

8365 Sculpture
(9 weeks, .5 credit)
Grades 9-12
This course immerses students in the world of three-dimensional art by exploring foundational concepts and skills across sculpture, crafts, and industrial design. Students will engage with a wide array of media, techniques, and creative approaches, while also studying the evolution and current trends of 3D design in art history. Through hands-on, exploratory projects, students will work with materials such as metal, clay, wax, wood, wire, glass, plastic, papier-mâché, plaster, fabrics, fibers, and found objects. Each unit will incorporate aspects of art history, criticism, and aesthetics to deepen understanding and appreciation of three-dimensional art. **This course requires no prerequisites and has no fee.**

8360 Introduction to Ceramics
(9 weeks, .5 credit)
Grades 9-12
This course is open to students in grades 9-12 who have an interest in learning basic hand-building techniques used to create ceramic works of art. Students will have the opportunity to learn the following techniques: pinch, coil, and slab construction, along with various sculptural techniques. Students will learn a variety of decorative and glaze techniques as they work with both low-fire and high-fire clay bodies and glazes. All work is fired in an oxidation environment with an electric kiln. In this introductory course, students apply art history, practice artistic criticism, and develop a personal aesthetic in the ceramic arts. Students will focus on expanding their creative abilities and problem-solving skills as they learn about the historical and cultural significance of both functional and nonfunctional ceramic works of art. **This course is not required in order to take (8361) Ceramics 1, nor does it replace Ceramics 1 as the prerequisite for (8362) Ceramics 2. A fee of $10.50 through My Payments Plus will be charged for instructional materials used in projects kept by the student.**

8361 Ceramics 1
(18 weeks, 1 credit)
Grades 9-12
This course is open to students in grades 9-12 who have an interest in learning basic hand-building techniques used to create ceramic works of art. Students will have the opportunity to learn the following techniques: pinch pots, coil construction, slab construction, and various sculptural techniques. Students will learn a variety of decorative and glaze techniques as they work with both low-fire and/or high-fire clay bodies and glazes. All work is fired in an oxidation environment with an electric kiln.

Art history, criticism and developing a personal aesthetic in the ceramic arts are introduced in the course. Students will focus on expanding their creative abilities and problem-solving skills as they learn about the historical and cultural significance of both functional and non-functional ceramic works of art. The historical focus of this course is based on Meso-America. Students will learn about the culture, customs and artwork of these cultures. These cultures may include but are not limited to the Incans, Mayans, Peruvians and Aztecs. **A fee of $21.00 through My Payments Plus will be charged for instructional materials used in projects kept by the student.**

8362 Ceramics 2
(18 weeks, 1 credit)
Grades 9-12
Students will continue their study of ceramic media and design problems. Individuals will plan and analyze units of study with the instructor to develop skills in specific areas and knowledge. Technique is integrated with student ideas, aesthetics, and personal expression. **A fee of $21.00 through My Payments Plus will be charged for instructional materials used in projects kept by the student. Prerequisite: (8361) Ceramics 1, *C* or better.**

8363 Ceramics 3
(18 weeks, 1 credit)
Grades 11-12
Students will continue their study of ceramic media and design problems. Individuals will plan and analyze units of study with the instructor in order to develop skills in specific areas and knowledge. Technique is integrated with student ideas, aesthetics and personal expression. **A fee of $21.00 through My Payments Plus will be charged for instructional materials used in projects kept by the student. Prerequisite: (8362) Ceramics 2, *C* or better. Note: This course may be taken more than once for elective credit with teacher approval.**

8364 Ceramics 4
(18 weeks, 1.0 credits)
Grades 11-12
Ceramics 4 offers advanced students in grades 11-12 the opportunity to refine their ceramic techniques and strengthen their artistic voice through complex, self-directed projects. Building on skills from Ceramics 1-3, students will engage in advanced wheel-throwing, sculptural design, and experimental forms. Students will develop a unique portfolio of functional and non-functional works that explore contemporary and historical influences. An emphasis is placed on pushing boundaries in surface treatments, glaze layering, and mixed media. Through critiques, students will articulate their creative processes, explore aesthetic decision-making, and respond to feedback. **Prerequisite: (8363) Ceramics 3, *B* or better, or teacher recommendation.**

8251 Drawing and Painting 1
(9 weeks, .5 credit)
Grades 9-12
This course is open to all students who enjoy two-dimensional work. Emphasis is placed on developing basic drawing and painting skills and techniques. A variety of media will be explored. The fundamentals of composition as found in the elements and principles of design will be used when drawing and painting from life and imagination, using realistic and abstract themes.

8252 Drawing and Painting 2
(9 weeks, .5 credit)
Grades 9-12
This course is open to students in grades 9-12 who want to advance their skills and techniques in various drawing and painting topics

and media. Students may work with a variety of advanced media while being encouraged to develop their own expression and style. This course is of special interest to students who want more time for portfolio presentation work. **Prerequisite: (8251) Drawing and Painting 1 or (8551) Art 1, *C* or better.**

8461 The Art of Photography
(9 weeks. .5 Credit)
Grades 9-12
Discover the world through the lens of a camera in this exciting photography course! You'll dive into the essentials of capturing great photos with both DSLR cameras and your phone. Learn how to frame your shots with strong composition, enhance your images with the basics of digital editing, and experiment with creative photo shoots right in class. Whether you're snapping pics for fun or aiming to level up your photography skills, this course is designed to help you explore the latest techniques and bring your vision to life! **This does not count as a prerequisite for the photography classes.**

8462 Beginning Photography: Photo 1
(18 weeks, 1.0 credits)
Grades 9-12
This comprehensive course is suitable for enthusiastic photographers and explores both digital and film photography. The focus will be on the manual functions of the digital and film camera and their effects on the outcome of the image. For optimal outcomes, students are expected to engage in photo shoots both within and outside the school premises. Digital editing, darkroom printing, studio lighting, motion, depth of field, and night photography will be explored. Studies of techniques and concepts used by historical and professional photographers will be used to enhance photographic compositions. No prerequisites for this course. Materials: **It is highly recommended that each student have access to a 35 mm SLR film camera or DSLR with manually adjustable controls for focus, aperture, and shutter speed.** Students will purchase their own film, photographic paper, and various other photographic supplies at an approximate cost of $45. This is the prerequisite course for **(8463) Intermediate Photography: Photo 2**

8463 Intermediate Photography: Photo 2
(9 weeks, .5 credit)
Grades 10-12
Students will experiment with advanced techniques using the camera and darkroom. Further study of the artist/photographer's role in society, career exploration, and portfolio development will be pursued. Digital photography and Adobe Photoshop will be explored. Previous analog techniques and digital tools will be joined to synthesize modern photography skills. Students will purchase their own film, photographic papers, and various other photographic supplies at an approximate cost of $45. **It is highly recommended that each student have access to a 35 mm SLR film camera or DSLR with manually adjustable controls for focus, aperture, and shutter speed. Prerequisite: *C* or better is required in (8462) Beginning Photography : Photo 1**

8464 Advanced Photography: Photo 3
(9 weeks, .5 credit)
Grades 11-12
Students will continue to experiment with advanced techniques using the camera and darkroom and build on the expressive side of photography. Emphasis will be on advanced techniques in both analog and digital photography, as well as portfolio development. Further study of the artist/photographer's role in society, career exploration, and portfolio development will be pursued. Digital photography and Adobe Photoshop will be explored. Previous analog techniques and digital tools will be joined to synthesize modern photography skills. Students will purchase their own film, photographic papers, and various other photographic supplies at an approximate cost of $45. **It is highly recommended that each student have access to a 35 mm SLR film camera or DSLR with manually adjustable controls for focus, aperture, and shutter speed.** Phones/devices for capturing digital photos are strongly encouraged but not a requirement. **Prerequisite: (8463) Intermediate Photography: Photo 2 *C* or better.**

8562 Graphic Design & Illustration
(9 weeks, .5 credit)
Grades 9-12
This introductory course is designed to introduce the student to the use of the computer as a design tool in the field of Graphic Design. Students will learn how to use vector drawing tools in Adobe Illustrator while working with specific graphic design and illustration problems. The learned skills and knowledge foster creative thinking, problem-solving, and innovation for artistic expression, commercial art, fine art, and everyday use. The course applies the Elements and Principles of Design throughout all projects. Assignments will focus on the development of computer graphics skills necessary for success in the fields of advertising, animation, graphic design, illustration, typography, app creation, video game design, and industrial design. **No Prerequisite.**

8564 Digital Art 1: Photoshop
(9 weeks, .5 credit)
8564S Digital Art 1: Photoshop
(18 weeks, A/B, .5 credit)
Grades 9-12
This course is designed to introduce the student to the use of Adobe Photoshop as a foundation for creating digital art. Students will learn basic to intermediate software tools to create, alter, manipulate, and format digital images. This course is accessible to students of all artistic abilities and career pathways, regardless of their traditional art skills. The learned skills and knowledge foster creative thinking, problem solving, and innovation for personal expression, commercial art, fine art, and everyday use. The course applies the Elements and Principles of Design throughout all projects. Assignments will focus on the development of computer graphics skills that can be used in the fields of graphic design, web design, video game design, digital photography, and multimedia through a series of specific visual design problems.

8565 Digital Art 2: Photoshop
(9 weeks, .5 credit)
Grades 9-12
This course is designed to build on the foundations of creating digital art from the prerequisite course Digital Imaging 1. This course will expand student learning through more advanced techniques, projects, and tools using Adobe Photoshop and other Adobe Creative Cloud programs. Students will learn advanced editing of digital images, digital painting, and work on higher level Graphic/Commercial Design projects. As the culminating activity, students will work on a mastery project of their choosing through preapproved options or an independent proposal. Assignments will focus on the development of higher-level computer graphics skills that can be used in the fields of graphic design, web design, video game design, social media, digital photography, and multimedia through a series of specific visual design problems. Digital Imaging 2 will be a 9-week course which meets one block daily for .5 credit. Potentially, it may also become an A/B Day course. **Prerequisite: (8564) Digital Art 1: Photoshop, grade *C* or better.**

8567 Introduction to 3D Modeling and Animation
(9 weeks, .5 credit)
Grades 9-12
This introductory course is designed to teach the student the basics of three-dimensional modeling and animation with the computer. Studies of Three-dimensional modeling techniques using a computerized environment will be explored through various assignments and sequential demonstrations. Lighting, camera angles, atmospheric effects, and texture effects within the computer program will also be taught and discussed. Using the principles of 3D animation, students will create computer objects and set them to specific motion. Students will practice and develop observational skills that aid in understanding motion. Story boarding, sketchbook assignments, and critiques will assist in developing effective creative solutions for projects. All computer work is to be completed with Computer Lab PCs. Software to be used includes The Autodesk Creative Suite and various other supplemental software. Integration of other software for special effects includes Adobe Photoshop and Adobe Illustrator. **No Prerequisite**

8262 Collaborative Art
(9 weeks, every day. 5 credit)-CB East, CB South, CB West
8262S Collaborative Art
(18 weeks A/B, .5 credit) CB East
Grades 9-12
Collaborative Art is an inclusive elective that brings together students of all abilities and backgrounds to create, learn, and lead as both mentors and learners. The course provides a safe, supportive environment where students engage in a wide range of art activities that promote artistic, intellectual, and social growth. This course is all about creating together, taking risks, and learning through the artistic process. You'll experiment with diverse materials while exploring how art can express ideas, tell stories, and build connections. Working alongside peers, you'll collaborate on projects that value exploration over perfection. From group challenges to shared studio time, this class encourages teamwork, creative problem-solving, and open communication. The focus isn't on making a "perfect" final piece, but on what you discover along the way—how you solve problems, support your peers, and express your ideas. Whether you're collaborating on a big project or navigating group work, this class is about connection, creativity, and community in the studio. Whether you're new to art or bringing years of experience, this class offers a space where everyone contributes, supports one another, and helps shape a strong, inclusive studio culture. **Students interested in taking this elective must submit an online peer mentor application. Click here to submit an application.**

BUSINESS AND INTEGRATED TECHNOLOGY

All courses in Business and Integrated Technology are only offered if there is sufficient enrollment.

5160 Accounting 1
(18 weeks, 1 credit)
Grades 10-12
This first-level course will provide students considering careers in the fields of Marketing, Business Administration, Finance, and Accounting with a firm foundation in accounting concepts. Students will learn the language of business, how to record, analyze, interpret, and report financial transactions for various business ownerships structures. Course content will be combined with technology to provide real life experience through the use of Excel and business simulations.

5260 Accounting 2
(18 weeks, 1 credit)
Grades 10-12
This course is designed to strengthen the skills necessary for students seeking a college degree in business. Students learn about payroll, including commissions, depreciation of plant assets, and other transactions. Students will also learn how to interpret reports and records of a business. The course includes advanced principles of computerized accounting and a business simulation incorporating the use of QuickBooks. **Prerequisite: Accounting 1, *C* or better.**

5161 Business Administration
(9 weeks, .5 credit)
Grades 10-12
This course is designed for students interested in exploring potential careers in business ownership or management. Course topics include the business environment, types of business ownership, human resource management, the legal environment of business, and management functions and responsibilities. Course topics and activities focus on the development of key leadership skills that can be applied across a wide range of industries.

5061 Introduction to Business
(18 weeks, 1 credit)
Grades 9-11
Introduction to Business is an entry-level course designed for students who are interested in learning more about their roles as consumers, workers, and citizens. This course is strongly recommended for students exploring business-related career opportunities, as it provides a broad overview of the major areas of business,

including management, marketing, career exploration, economics, accounting, entrepreneurship, and more.

5660 Consumer Law & Business Ethics
(9 weeks, .5 credit)
Grades 10-12
This course presents the principles of law that govern the activities of individuals and business. Students will learn the legal rights of consumers, as well as the legal obligations of businesses. Topics include constitutional, civil, criminal and business law, business ethics, contract law, employment rights and duties, and consumer protection. This course is valuable to both business and non-business students.

5661 Marketing & Advertising Fundamentals
(9 weeks, .5 credit)
Grades 9-12
This highly interactive, hands-on course provides an overview of marketing in modern organizations. Students will learn basic concepts such as advertising, brand recognition, pricing, and competitive selling techniques. Students will be exposed to the terms, concepts, and frameworks used by practicing marketing managers and will have an opportunity to use newly acquired skills in developing and marketing an innovative product. This course provides an awareness of career opportunities and improves personal consumer knowledge.

5667 Sports Management
(Formerly called Sports & Entertainment Marketing)
(9 weeks, .5 credit)
Grades 9 -12
Explore the dynamic world of sports business, from amateur athletics to professional sports organizations. This course introduces students to key aspects of the sports industry, including sports marketing, sponsorships and corporate partnerships, event planning, and facility and venue management. Students will gain insight into the strategies and operations that drive successful sports organizations and events.

5062 Personal Finance
(9 weeks, .5 credit)
Grades 10-12
This practical course allows students the opportunity to evaluate how current decisions impact our long range financial success. Topics covered include strategies for money management, how to properly budget and save money, preparing income taxes and the necessary skills needed to invest successfully. Students learn about employee benefits, credit card debt, funding a college education, their first car, and home ownership all while maintaining a quality credit standing. This course provides 10th – 12th grade students with a solid foundation for making well informed, personal financial decisions leading them towards the goal of financial independence. This course is a required course for the Class of 2030 and beyond.

5163 Microsoft Office Applications in Business
(9 weeks, .5 credit)
Grades 9-12
This class is strongly recommended for all college-bound students as it will provide skill building in vital Microsoft Office skills. Students begin by learning advanced word processing skills using MS Word. They will then learn to use higher-level spreadsheet and database design techniques using MS Excel in order to solve problems, organize and calculate data, and make fact-based decisions. Principal PowerPoint features will also be explored, allowing students to enhance key presentation skills. Students enrolled in this course will be offered an opportunity to participate in optional MS Office certification testing. Success on this paid examination will result in Microsoft Office Specialist Excel Associate Certification.

5561 Digital Marketing
(9 weeks, .5 credit)
Grades 10-12
This course introduces students to the growing world of digital media and commerce. Students will integrate marketing and media design elements in a variety of software and online applications. Students will gain a fundamental understanding of the desktop publishing field using industry standard software. Course activities include designing print media, multimedia communications and applying digital marketing concepts to social media platforms including Snapchat, Instagram and other online applications. **Prerequisite: Marketing and Advertising Fundamentals, *C* or better.**

5525 Web Design
(9 weeks, .5 credit)
Grades 9-12
This course centers on creating professional, interactive websites for a variety of purposes. Students will learn a broad range of skills and techniques necessary to design and build a creative and appealing site. Design principles will be discussed and applied through the use of CSS formats and html coding. Effective web page layout and navigation techniques will be explored and applied while using current industry standard tools.

5527 Gaming Design
(9 weeks, .5 credit)
Grades 9-12
This course introduces students to the essentials of designing a game using game development software. The intent of this course is to acquaint students with the business and history of the gaming industry and careers, while understanding and using the applications to plan and develop a game.

5170 Entrepreneurship
(9 weeks, .5 credit)
Grades 10-12
Entrepreneurship is designed for students interested in exploring business opportunities or starting a business of their own. Students will develop the entrepreneurial mindset and skills needed to spot opportunities, identify unmet needs, and turn ideas into viable business ventures. Through innovative content, interactive simulations, and collaborative activities, students explore entrepreneur-

ship using personalized learning and 21st-century skills. Topics include business modeling, market research, business plans, and financial management.

ENGLISH

Students are required to take four credits of English during grades 9-12, one English course per year. The required sequence of courses provides students with instruction in each area of language arts: reading, writing, speaking, and listening. All freshmen must take a one-credit course, English 9. Following that, English 10, English 11, and English 12 must be taken in that sequence. Advanced Placement courses may be taken in place of English 11 and/or English 12. Advanced Placement Language can only be taken in the junior year, and Advanced Placement Literature can only be selected for senior year. For students with special interest in English and communication, enrichment electives are recommended rather than the acceleration of course sequence. English elective courses are only offered if there is sufficient enrollment.

REQUIRED ENGLISH SEQUENCES			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
MOST RIGOROUS PROGRAM For college-bound students applying to colleges designated as most competitive. Students in the most rigorous program should also consider electives such as SAT/ACT Preparation and Debate.			
English 9: Honors Level	**English 10: Honors Level**	**AP English Language and Composition**	**AP English Literature and Composition**
ACADEMIC PROGRAM For the majority of college-bound students. Students in the academic program should also consider electives such as SAT/ACT Preparation and Becoming a Better Writer.			
English 9: Academic Level	**English 10: Honors Level** **OR** **English 10: Academic Level**	**English 11: Honors Level** **OR** **English 11: Academic Level**	**English 12: Honors Level** **OR** **English 12: Academic Level**

Grade 9 English

0920Academic English 9
0900 Honors English 9
(18 weeks, 1 credit)
Grade 9

The English 9 course integrates reading, writing, researching, speaking, and thinking skills. Students will focus on close reading strategies in various genres to understand what tools authors use to achieve their purposes and how different genres can fulfill the same purpose through varying techniques. Students will analyze text for evidence of specific literary elements and the use of various literary devices across literary genres. Students will also begin introductory literary analysis and experiment more deeply with narrative writing techniques. A core of classic literature is balanced with contemporary and culturally diverse fiction and nonfiction selections in order to better understand how social, historical, political, cultural, and/or geographical contexts influence writing. The Honors English 9 course integrates reading, writing, researching, speaking, and thinking skills at an accelerated pace. Students will seek and encounter challenging texts, discussions, and assignments that require deeper research and analytical skills as well as advanced reading and writing stamina. **Prerequisite for 0900 Honors English 9: Advanced English 8, *A or B* or teacher recommendation; Academic English 8, *A or A-* or teacher recommendation. Honors weighted-grade course for 0900.**

Grade 10 English

0000 Honors English 10
0020 Academic English 10
(18 weeks, 1 credit)
Grade 10

The English 10 course focuses on close reading strategies, literary genres, and analysis of text, encouraging students to examine how authors develop their craft through genre conventions, devices, and stylistic elements. Students will analyze how writers use style, tone, and voice to communicate an idea. Students will understand the conventions of reading various genres, the differences between genres, and the characteristics of different genres. They will be introduced to nonfiction reading strategies and literary analysis with particular attention to tone and theme. The Honors course includes variations in literature, materials, tasks, and assessments for honors level classes. Students in this course are expected to be avid readers and sophisticated writers able to move at an accelerated pace. Students will seek and encounter challenging texts, discussions, and assignments that require deeper research and analytical skills as well as advanced reading and writing stamina. **Honors weighted-grade course for 0000.**

Grade 11 English

0110 Advanced Placement English Language & Composition
(18-weeks for a semester or 36-weeks (A/B schedule-all year), 1 credit)
Grade 11
Students will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. They will produce expository, analytical, and argumentative essays that introduce a complex central idea and develop that idea with appropriate evidence drawn from primary and secondary sources, cogent explanations, and clear transitions. **A summer reading/writing assignment is required and must be completed before the start of the course. Students taking this course should plan to take the Advanced Placement English Language Test given in May. AP weighted-grade course. Prerequisites: *B* grade or better in English 10 or recommendation of 10th grade English teacher.**

0100 Honors English 11
0120 Academic English 11
(18 weeks, 1 credit)
Grade 11
The English 11 course is designed to equip students with the knowledge and skills to listen carefully, to evaluate arguments, to discern tone, and to analyze and implement rhetorical strategies in writing. They will read text that is selected to showcase the techniques that lead to an author's overall purpose. Students will understand that authors make stylistic choices and employ rhetorical and literary techniques based on their intentions, their subject, and their audience. Students will also craft their own writing to analyze rhetoric and to synthesize information into a cogent argument. Students will develop a unique writing voice, create sound and logical arguments, and be able to justify their stylistic and rhetorical choices. The Honors course includes variations in literature, materials, tasks, and assessments for honors level classes. Students in this course are expected to be avid readers and sophisticated writers able to move at an accelerated pace. Students will seek and encounter challenging texts, discussions, and assignments that require deeper research and analytical skills as well as advanced reading and writing stamina. **Honors weighted-grade course for 0100.**

Grade 12 English

0200 Advanced Placement English Literature & Composition
(27 weeks, 1.5 credits)
Grade 12
Students will learn how to read literature perceptively and how to express responses to it. Students will study a representative sampling of works from several genres and literary periods. Students will learn to respond to language with increasing sophistication and sensitivity. **A summer reading/writing assignment is required and must be completed before the start of the course. Students taking this course should plan to take the Advanced Placement English Literature Test given in May. AP weighted-grade course. Prerequisites: *B* grade or better in English 11 or AP English Language or recommendation of 11th grade English teacher.**

0210 Honors English 12
0220 Academic English 12
(18 weeks, 1 credit)
Grade 12
Students will use critical reasoning skills to prepare them for post-secondary experiences. They will learn the value of literary analysis skills and examine how literature mimics the human experience across different perspectives, societies, and time periods. Students will examine the interrelationships that exist between text, self, and world through a variety of critical lenses. Students will gain a deep understanding of the connection between text and the human experience that justifies literature as a unique and important tool for examining and understanding humanity. They will demonstrate effective communication skills through a variety of mediums. The Honors course of study includes variations in literature, materials, tasks, and assessments for honors level classes. Students in this course are expected to be avid readers and sophisticated writers able to move at an accelerated pace. In this course, students will seek and encounter challenging texts, discussions, and writing requirements that require deeper research and analytical skills. **Honors weighted-grade course for 0210.**

Electives

These courses provide graduation credits in Electives only. English elective courses are only offered if there is sufficient enrollment.



9900 Advanced Placement Seminar
(18 weeks, 1 credit) – Spring semester only
Grades 10-12
AP Seminar is an engaging, interdisciplinary course that challenges students to explore complex real-world issues and questions from multiple perspectives. Through collaborative discussions, research, essays, presentations, and team projects, students learn to evaluate information, analyze diverse viewpoints, and develop evidence-based arguments. A prominent public speaking component gives students regular opportunities to present, communicate, and defend their ideas before an audience. Students build the critical thinking, communication, and academic research skills needed for success in college and beyond while exploring topics that connect across disciplines. **Students will be provided with a list of required assignments that will prepare students for AP Seminar. These assignments must be completed prior to the first day of class. Students taking this course should plan to take the Advanced Placement Seminar Test given in May. For students interested in pursuing AP Capstone diploma, AP Seminar prepares students for AP Research and advanced independent inquiry. The district plans to offer AP Research in the 2028-2029 school year.**

Advanced Placement Capstone Program
The Advanced Placement Capstone Program is an innovative program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. Advanced Placement Capstone is built on the foundation of two Advanced Placement courses - Advanced Placement Seminar and Research - and is designed to complement and enhance the in-depth, discipline-specific study experienced in other Advanced Placement courses. Students

who earn scores of 3 or higher in both Advanced Placement Seminar and Advanced Placement Research, and on four additional Advanced Placement Exams of their choosing will receive the Advanced Placement Capstone Diploma, signifying outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both Advanced Placement Seminar and Advanced Placement Research, but not on four additional Advanced Placement Exams, will receive the Advanced Placement Seminar and Research Certificate signifying attainment of college-level academic and research skills. **The district plans to offer AP Research in the 2028-2029 school year.**

0660 Becoming a Better Writer
(9 weeks, .5 credit)
Grades 9-12
In this course, students will examine real-world models and writing purposes and use those mentor texts to help create their own writing in various modes. They will understand that writing purposes vary and may include objectives such as: express and reflect, inform and explain, evaluate and judge, inquire and explore, analyze and interpret, and take a stand/propose a solution. Students will practice honing their writing skills to fit each purpose and audience. Students will also develop a writing portfolio, which will focus on growth and revision, over the course of nine weeks. Students should leave the course keener observers of real-world writing that they encounter every day and have a better understanding of how to continue to become a successful writer. This class is open to students in grades 9-12. **Note: Becoming a Better Writer may be taken more than once for elective credit with teacher approval.**

0601 Debate
(9 weeks, .5 credit)
Grades 9-12
Debate is more than just arguing— it's about mastering the art of persuasion, sharpening critical thinking, and confidently navigating complex issues. In this course, students will learn to identify logical fallacies, construct sound arguments, and engage in spirited discussions on controversial topics. Through formal debates and collaborative preparation, students will develop skills in research, rhetoric, public speaking, and strategic reasoning. Whether attempting to change policies or shift mindsets, debate empowers students to become articulate advocates and thoughtful leaders. This course is especially valuable for those considering careers in law, government, education, or business. This class is open to students in grades 9-12. **Note: Debate may be taken more than once for elective credit with teacher approval.**

0661 SAT/ACT Test Preparation—English
(9 weeks, .5 credit)
Grades 10-12
This course is designed to strengthen students' performance on the redesigned SAT and ACT English sections by targeting the core skills assessed on both exams. Through focused instruction and practice, students will sharpen their reading and writing abilities—essential for success on standardized tests and in college-level coursework. In addition to academic skill-building, the course emphasizes strategic test-taking techniques to help students approach each exam with confidence and precision. This class is open to students in grades 10-12.

0662 Journalism
(9 weeks, .5 credit)
Grades 9-12
Journalism is designed to teach techniques of journalistic writing as found in the news story, the editorial, the feature story, the interview, the review, and the sports story. Students will write these types of articles and will study examples found in various news media. The course also addresses career opportunities, the history of journalism, and the ethics and legal responsibilities of journalists. Independent effort is demanded of journalism students. Interviews often must be conducted and articles researched and written outside of class time. This class is open to students grades 9-12. **Note: Journalism may be taken more than once for elective credit with teacher approval.**

0665 Creative Writing
(9 weeks, .5 credit)
Grades 9-12
Creative writing is designed to provide students with an opportunity to work with a variety of creative forms, including short stories, poems, essays, and plays. To stimulate personal awareness and creative potential, the use of a writer's notebook will be established. Students are expected to produce a collection of original works. This class is open to students in grades 9-12. **Note: Creative Writing may be taken more than once for elective credit with teacher approval.**

0668 Theater: Acting Workshop
(9 weeks, .5 credit)
Grades 9-12
Theater: Acting Workshop introduces students to the art of acting in a workshop environment. Students will participate in various body, voice, movement, and improvisation exercises during class time. Reading, memorizing, critiquing, and reflecting are all required components of the course. Various readings will introduce students to different methods of acting, which students will then apply as they rehearse and present scenes to the class. These scenes will be critiqued by the instructor as well as by students in the class. This class is open to students in grades 9-12. **Note: Theater may be taken more than once for elective credit with teacher approval.**

0602 The Language of Food
(9 weeks, .5 credit)
Grades 10-12
An innovative reading- and writing-intensive course drawing on a vast array of food-focused texts by recognized experts in the genres of poetry, essay, memoir, fiction, journalism, expose, blog, and critical review, The Language of Food is a rigorous exploration of this undiscovered wealth of celebrated and authentic writing. This course begins with the felt experience of students, connecting them to mentor texts to guide their own writing about their own memories and perceptions of food. Through a multi-sensory, multi-genre deep dive into reading and writing, students will have increased opportunities to master informative, evocative, persuasive, critical, and creative writing. Culminating assignments involve a variety of presentational skills, including but not limited to podcast, video,

presentation software, illustrated text, blogging, and many other options. This class is open to students in grades 10-12.

0603 Sports Literature
(9 weeks, .5 credit)
Grades 10-12
This course will examine what intrigues people to be involved with sports in their everyday lives and why sports are as popular as they are with all age groups today. Students will be given a chance to analyze all types of contemporary sports literature, including novels, magazine/newspaper articles, radio/TV broadcasts, and movies to see the connection that sports have in society today. Through the study of sports in various forms of media, students will analyze why sports are so captivating. The course will allow students of all abilities the opportunity to discuss and analyze sports and their effects on our culture today. Students will look at pieces across a multitude of sports, and topics will deal with gender, controversy, race, sportsmanship, heroes/role models, hobbies, psychology, and mindset. This class is open to students in grades 10-12.

0673 Introduction to Film Studies
(9 weeks, .5 credit)
Grades 10-12
Introduction to Film Studies offers students the opportunity to develop visual literacy and analytical skills through the close examination of significant filmic texts. Students will learn the language and essential techniques of film (shot composition, camera angles, editing, etc.) in order to appreciate and explore the form's unique expressive abilities. Central concerns of the course include the translation of literature to cinema, the exploration of various filmic genres, the analysis and evaluation of films based on similar styles, themes and contexts, as well as the study of individuals who have made substantial contributions to cinema. This class is open to students in grades 10-12.

MEDIA PRODUCTION ELECTIVES

0674 Media Production 1
(9 weeks, .5 credit)
Grades 9-12
Students will learn the basics of video production and how to effectively communicate a message via video. These fundamentals include *pre-production skills,* which include researching, writing scripts, and storyboarding; *production skills,* which include operating video and audio equipment, single and multi-camera production, lighting, and various crew positions; and *post-production skills,* which include editing and audio mixing. Students will display their knowledge both in written papers and by completing several hands-on group video projects. Whether you are interested in making videos as a hobby or pursuing journalism, broadcasting, or videography as a career, this introductory course will provide the necessary basics. This class is open to students in grades 9-12.

0675 Media Production 2
(9 weeks, .5 credit)
Grades 10-12
This intermediate course further explores digital video production, concentrating on the role of the producer, writer, and director, and on advanced production and post-production techniques. Students will plan, research, write, produce, and edit informational video productions for distribution to audiences in school and in the community. Students may learn the journalistic skills of broadcast news, do investigative reporting, practice on-camera talent techniques, produce and direct interview shows, or create video features. Informative and persuasive writing will be required. Study hall and/or out-of-school time may be required. This course may be taken more than once for elective credit. **Prerequisite: *C* or better in Media Production 1 or instructor permission.**

0676 Media Production 3
(9 weeks, .5 credit—East & West)
Grades 10-12
0677 Media Production 3
(18 weeks, 1.0 credit—CB South)
Grades 10-12
Students demonstrating high levels of communication and production skills, motivation, and ability to work independently will produce real-world products: videos made for community partners like the hospital, museums, and businesses; videos made for nonprofit community groups like teen organizations; and videos made to explain and promote district educational programs and extra-curricular activities. Projects will demand high levels of production and post-production skills. Students will engage in informational interviewing and other forms of research, organization of information, and development of creative solutions based on the information. Outlining, scripting, and storyboarding will be necessary. Informative and persuasive writing will be required. Producers will create production schedules and timelines, organize and deploy production resources, and meet deadlines. Out-of-school time will be required for some productions. This course may be taken more than once for elective credit. **Prerequisite: *B* or better in Media Production 2 or approval of instructor.**

0678 Media Production Practicum
(9 weeks A/B, .25 credit)
Grades 10-12
This course is designated for juniors and seniors interested in pursuing a career in communications, advertising, television, or film. Students will be responsible for recording school and district events. Class hours can be accrued by filming outside of class time and after school. Out-of-school filming time may be required. Students will produce real world products: videos made for school, district, and/or community partners. Each selected student will be scheduled into one of the communications courses, where he/she will plan and conduct practical instructional applications of their media production knowledge and skills. This course may be taken more than once for elective credit. **Note: This course may be taken more than once for elective credit. At the beginning of the course, students may choose to take this course for a grade as pass/fail. Prerequisite: Students must have completed Media Production 1 and Media Production 2. *B* or better in Media Production 2 or approval of instructor.**

FAMILY AND CONSUMER SCIENCES

All courses in Family and Consumer Sciences are only offered if there is sufficient enrollment.

6262 Study Abroad: Culinary and Cultural Roots 

(Summer 2027, Southern Italy)
(.25 elective credit to be awarded on transcript for the school year after travel.)
Grades 9-12
Culinary and Cultural Roots is a unique Family and Consumer Sciences course that provides students with an immersive exploration of global cuisine, culture, and culinary traditions through international travel experiences. Students will investigate the relationship between food, geography, history, and cultural identity while developing culinary knowledge and cross-cultural understanding. Coursework includes required pre-travel preparation sessions, destination research, cultural investigations, hands-on culinary experiences, and reflective learning activities. Through these experiences, students strengthen skills in communication, cultural competency, nutrition, resource management, and responsible decision-making. This course is offered periodically based on program availability. Participation is limited and requires a formal application, recommendations, and acceptance into the program. Students must successfully complete the required pre-course activities and meet all program expectations prior to travel. Program costs are the responsibility of the student and family. Prerequisite: Successful completion of, or concurrent enrollment in, Global Gourmet, American Cuisine, or Food for Life, and acceptance into the Culinary and Cultural Roots program.

6263 Food for Life
(9 weeks, .5 credit)
Grades 9-12
Discover your inner chef in this dynamic, hands-on introduction to the world of cooking. Whether you're a beginner or looking to build confidence in the kitchen, this course offers the perfect blend of creativity, technique, and real-world application. Students will learn proper safety and sanitation practices, develop knife and measuring techniques, and apply a variety of cooking methods. Emphasis is placed on planning and preparing everyday meals, while also fostering teamwork, time management, and problem-solving. The course culminates in a creative cooking challenge that allows students to showcase their skills and personal growth in the kitchen.

6159 The Young Child
(9 weeks, .5 credit)
Grades 9-12
This course provides a study of child development from birth through age five. It offers a balanced selection of topics concerning growth and stages of development, including pregnancy and delivery, the care of children from infancy through preschool, and the importance of play. Students will have the opportunity to practice parenting skills with a computerized baby. Students also extend their understanding through a service-learning partnership at a local childcare facility. There are no prerequisites for this course.

6161 The School-Age Child
(9 weeks, .5 credit)
Grades 9-12
This course is designed for the student whose interests involve working with children, such as teaching, occupational therapy, physical therapy, speech therapy and medical field. It provides a study of human development from elementary through adolescence. This program offers a selection of topics including the stages of growth and development (physical, intellectual, social/emotional), knowledge of self and the social issues affecting children, teenagers and their families. Students extend their understanding through a service-learning partnership at a local elementary school. There are no prerequisites for this course.

6162 Adult Living
(9 weeks, .5 credit)
Grades 9-12
This course is designed to provide students with the skills necessary for living on their own. It will explore human development from late adolescence through adulthood. A selection of topics, such as interpersonal relationships, communication issues, money management, preparing healthy foods, personal wellness, family relationships, automotive basics, and consumer issues. Students will extend their learning through a service-learning partnership at a local senior center. There are no prerequisites for this course.

6264 American Cuisine
(9 weeks, .5 credit)
Grades 9-12
Regional American fare will be prepared as students explore the amazing variety of foods found throughout our country. Food labs include main dishes, side dishes, soups, baked goods, and desserts with an emphasis on food preparation, safety and sanitation. Current topics related to nutrition and the food industry are discussed. Cooking competitions are offered throughout this course for students to demonstrate their learning. There are no prerequisites for this course.

6265 Global Gourmet
(9 weeks, .5 credit)
Grades 9-12
This class is designed for the student who is interested in learning about food customs and cooking practices around the world. Each selected country's geography, history, and culture will be explored and connected to the food habits of its people by participating in a wide variety of multicultural food labs. Students will also study safety and sanitation practices, nutrition and participate in cooking competitions. There are no prerequisites for this course.

6667 Collaborative Family Consumer Science
(9 weeks every day, .5 credit)-CB East, CB South, CB West
Grades 9-12
6667S Collaborative Family Consumer Science
(18 weeks A/B, .5 credit)-CB East
Grades 9-12
Collaborative Family Consumer Science is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both, a peer mentor and

learner. This course is designed to provide students (with and without disabilities) the opportunity to learn skills from family consumer science in a modified and safe environment. The focus of this course is on the academic and social growth of all participants. Engaging in work alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various abilities that are present in the family consumer science setting. **Students interested in taking this elective must submit an online peer mentor application which can be found on the district FCS webpage. https://www.cbsd.org/Page/1548**

HEALTH AND PHYSICAL EDUCATION

Students in 9th and 10th grade will be required to complete 1.5 credits in Health and Physical education over the course of their high school years to meet the graduation requirement. This requirement includes:

- **7051/7052 HPE 1**
- **7061/7062 HPE 2, and 0.5 Health and Physical education elective credits.**

Students entering 11th and 12th grade will continue under the previous graduation requirement, which mandates 1.0 Health and Physical education credits for graduation.

7051 Health and Physical Education 1
(9 weeks, every day .5 credit)
Grade 9
7052 Health and Physical Education 1
(18 weeks A/B, .5 credit)
Grade 9
This required course is designed to promote lifelong wellness by integrating physical activity with essential health education. Students completing this course will participate in a variety of activities in physical education such as lifetime activities, team sports, fitness, and aquatics. The health education program will instruct units on mental health, personal health and wellness, alcohol, tobacco, and other drugs, HIV/AIDS, human growth and development, and healthy relationships. Health lessons will focus on health literacy and an emphasis of developing intrapersonal and informed decision-making skills. Throughout the course, students will engage in a variety of physical and health-related units that foster personal growth in a variety of areas. Through a blend of physical activity and health education, students will develop the knowledge, skills, and attitudes necessary to lead healthy, active lives both now and in the future.

7061 Health and Physical Education 2
(9 weeks, every day .5 credit)
Grades 10-12
7062 Health and Physical Education 2
(18 weeks A/B, .5 credit)
Grades 10-12
This required course builds on foundational wellness concepts and physical skills to support students in developing lifelong habits for health and fitness. Through a combination of physical activity and health education, students will enhance their physical abilities, deepen their understanding of personal well-being, and strengthen their decision-making skills. Physical Education will include fitness, team sports, lifetime activities, and aquatics. Students will acquire health literacy skills by exploring mental health, substance abuse, human growth and development, first aid, and healthy relationships. By integrating physical education with health literacy, this course empowers students to make thoughtful choices, build healthy relationships, and maintain active lifestyles. **Prerequisite: Health and Physical Education 1 (Formally known as PE/Health 7950)**

7069Q Stress Management and Healthy Living
(9 weeks A/B, .25 credit)
Grades 9-12
7069 Stress Management and Healthy Living
(9 weeks, every day .5 credit)
Grades 9-12
This course is centered around developing a comprehensive understanding of stress, its pervasive effects on various aspects of an individual's life, and effective stress management techniques for coping. Encompassing a wide range of topics this course will include an understanding of what stress is, the impact stress has on all elements of a person's life, and stress management reduction techniques for coping. By the end of the course, students will not only have a profound understanding of stress but also possess a set of practical skills to effectively manage and reduce stress in their lives. This knowledge and these tools will empower them to lead healthier, more balanced lives and develop resilience in the face of life's challenges. **This course can be taken more than once.**

7562 Advanced Health
(9 weeks, .5 credit)
Grades 10-12
This nine-week course is designed for students with an interest in health or medicine. Course content includes the study of basic anatomy (structure) and physiology (function) of the human body. The focus of the course will analyze the impact of a disease or a life/health problem on the physical, psychological, and social well-being of the individual. Various techniques will be practiced throughout the course and appropriate clothing is required to participate. Career explorations are intertwined throughout this course to support future goals and career planning. **NOTE: CB West students will participate in a speaker series with Doylestown Hospital. The speaker series will include meeting periodically throughout the course at Doylestown Hospital. Prerequisite: Health and Physical Education 2 (formally known as PE/Health, *C*- or better, or teacher recommendation.**

7064Q Team Sports
(9 weeks, A/B, .25 credit)
Grades 9-12
7064 Team Sports
(9 weeks, every day, .5 credit)
Grades 9-12
This course is tailored for high school students with a passion for team sports and those who thrive on the thrill of competition. The curriculum encompasses a variety of team-based activities such as team handball, floor hockey, volleyball, lacrosse, soccer, ultimate

frisbee, and other collaborative sports that demand teamwork, leadership, and critical decision-making abilities. Throughout the course, students will focus on active team involvement and strategic gameplay within each sport. It is worth noting that this course can be taken more than once, allowing students to deepen their skills with multiple enrollments. **This course can be taken more than once.**

7065Q Lifetime Activities
(9 weeks, A/B, .25 credit)
Grades 9-12
7065 Lifetime Activities
(9 weeks, every day .5 credit)
Grades 9-12
This course is tailored to meet the needs of students who have a passion for learning and engaging in sports and physical activities that promote lifelong participation. The course encompasses a wide range of activities, fostering a love for sports and physical fitness that students can carry with them throughout their lives. Some of the activities included in this course are tennis, ping-pong, badminton, archery, golf, dance, pickleball, walking, and various backyard games. The primary goals of this course are twofold: individual skill development and the cultivation of collaborative teamwork skills. Students will have the opportunity to hone their skills in the chosen activities, ensuring they acquire proficiency and confidence in each one. Simultaneously, the course emphasizes the importance of working together as a team, teaching students how to collaborate effectively with their peers. Throughout the duration of the course, students will not only acquire practical skills in sports and physical activities but also gain a deep understanding of their significance in promoting a healthy lifestyle. The knowledge and insights gained from this course will extend beyond the classroom and sports field, as they can be applied in the real world for years to come. **This course may be taken more than once.**

7066Q Personal Fitness
(9 weeks, A/B, .25 credit)
Grades 9-12
7066 Personal Fitness
(9 weeks, every day, .5 credit)
Grades 9-12
This dynamic and engaging course is designed to empower students with the knowledge and skills needed to lead a healthy and active lifestyle. This course will equip students with the tools to make informed decisions about health and fitness. Topics instructed throughout this course will include the components of fitness, safety and injury prevention, principles of training, muscle anatomy, goal setting, and nutritional wellness. The goal of this course is to instill a lifelong commitment to fitness and well-being. Students will learn how to adapt and maintain their fitness routines as they progress through different stages of life. **This course may be taken more than once.**

7063Q Fitness Trends
(9 weeks, A/B, .25 credit)
Grades 9-12
7063 Fitness Trends
(9 weeks, every day .5 credit)
Grades 9-12
This elective course will explore the exciting world of fitness and physical activity. Fitness Trends goes beyond traditional gym workouts and dives into the latest trends, research, and practices that promote lifelong health and well-being. Students will be empowered to make informed choices that can be implemented throughout their lifetime. **This course may be taken more than once.**

7068Q Aquatics
CB-East and CB-South only
(9 weeks, A/B, .25 credit)
Grades 9-12
7068 Aquatics
(9 weeks, every day .5 credit)
Grades 9-12
Aquatics is an elective course designed to enhance students' cardiovascular and muscular fitness through a variety of aquatic based workouts. Through a combination of pool-based activities and classroom discussions, students will develop water safety skills, stroke techniques, and overall aquatic competence. **This course may be taken more than once.**

7060 Collaborative Physical Education
(9 weeks every day, .5 credit-CB South and CB East)
Grades 9-12
7060S Collaborative Physical Education
(18 weeks A/B, .5 credit-CB East and CB West)
Grades 9-12
Unified Physical Education is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both peer mentor and learner. This course is designed to provide students (with and without disabilities) with the opportunity to experience all forms of sport activities in a modified, recreational, and safe environment. The focus of this course is on the physical, intellectual, and social growth of all participants. Engaging in physical activity and sport alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various physical and mental abilities and disabilities that can be present in a physical activity setting. **Students interested in taking this elective must submit an online peer mentor application which can be found on the district Health & PE website. https://www.cbsd.org/Page/1499**

INTERNSHIP PROGRAMS

9999 Principles of Teaching 1
(18 weeks – 1 credit)
Dual Enrollment Eligible- Bucks County Community College (See Page 7)
This course is an elective course designed for students who are interested in becoming educators. The course has two components. The instructional component of the class is designed to be collegiate and scholarly where students will be exposed to the foundational principles of teaching and learning. Students will participate in classroom instruction on learning theory, instructional strategies, and the role teachers play in a community, as well as learning the ins and outs of planning and preparation, classroom culture and management, and formative and summative assessment design. This instructional content will also include reading, writing, and speaking skills that are meant to function at a university level. The experiential internship of the course makes up the second half of the course, and students will be placed with a CBSD mentor teacher. These mentor teachers will be in the field where the students want to teach and will act as a resource and guide for the application of the instructional component of the course. Students will learn from CBSD teacher mentors by observing their mentor teacher, leading and facilitating small groups of students in the classroom, and teaching lessons alongside their mentor teacher. **Prerequisite: This course is reserved for juniors and seniors only and includes an application and interview process.**

9999B Principles of Teaching 2 NEW
(18 weeks, 1 credit)
This course is an elective course designed for students who are interested in becoming educators and who have already completed Principles of Teaching 1. The course has two components. The instructional component of the class is designed to be collegiate and scholarly where students will be exposed to the science and art of teaching and learning. Students will participate in classroom instruction on the science of learning, direct instruction and feedback, differentiation, and active engagement, as well as participating in several sustained educational research projects. This instructional content will also include reading, writing, and speaking skills that are meant to function at a university level.

The experiential internship of the course makes up the second half of the course, and students will be placed with a CBSD mentor teacher. These mentor teachers will be in the field where the students want to teach and will act as a resource and guide for the application of the instructional component of the course. Students will set goals that build on their previous internship experience and will practice their instructional skills with more regularity. Students will be evaluated on their instructional skills several times throughout the semester.

9998 Community Internship 1
(18 weeks – 1 credit)
This course is an elective course designed for students who are interested in exploring a career and in learning how to be an effective young leader in a career. The course has two components. The instructional component of the class is designed to be rigorous and scholarly where students will be exposed to fundamental career skills like research, communication, and professionalism. Students will participate in classroom instruction on how to effectively communicate, how to research and synthesize important career information, and how to lead, have emotional intelligence, and understand the roles team members play in an organization. Students will also learn the ins and outs of cover letters, resumes, and interviews for their specific career. The experiential internship of the course makes up the majority of the semester; students will find their own internship location based on CBSD guidelines and requirements before the semester begins. Students will work inside the internship location and work with an internship supervisor at their location. They will job shadow, work hands on in the field, and document their experience and their learning. **Prerequisite: This course is reserved for juniors and seniors only and includes an application and interview process.**

9998B Community Internship 2 NEW
(18 weeks, 1 credit)
This course is an elective course designed for students who are interested in exploring a career and who have already completed Community Internship 1. The course builds on the professional, communication, and career-specific skills students have learned in the previous course, while providing students with new opportunities for career projects, goals, and experiences. The course has two components. Instructionally, students will meet with their CBSD instructor to set goals, complete a Career Thesis, and plan a Capstone Presentation and Portfolio that documents the interns' learning and growth. Experientially, the students find their own internship placement, work hands on in the field, and complete multiple projects for their internship supervisor. These projects will focus on career-specific skills that go beyond Community Internship 1. Students will be expected to intern more throughout their experience, to develop deeper and more ambitious goals, and to complete more rigorous and dynamic projects. This course focuses less on the classroom instruction and more on the professional internship experience; students will find their own internship location based on CBSD guidelines and requirements before the semester begins. **Prerequisite: This course is reserved for juniors and seniors who have completed Community Internship 1; it includes an application and interview process.**

MATHEMATICS

Because of the sequential development of the mathematics curriculum, students must attain the prerequisites in the previous course before advancing to a more difficult level. Students with low grades are encouraged to repeat courses in order to master concepts required for sequential classes. The Mathematics Department recognizes the use of calculators as a valuable tool for learning in the classroom, and calculators will be used extensively for class work and homework in all courses. The district uses TI-83 and TI-84 graphing calculators in the classroom. Students are encouraged to purchase their own graphing calculator, whether this brand or one with similar functions. In certain advanced courses, graphing calculators with specific capabilities are important for daily classroom performance and are required for Advanced Placement Examinations. While no specific brands are endorsed, there are restrictions on the type of calculators allowed on classroom tests and final exams. Calculators with Computer Algebra Systems (CAS) will NOT be permitted on district common exams, even though they may be used on some national tests. Teachers have discretion as to whether these types may be used for particular classroom-related purposes.

Honors level mathematics courses:	AP level mathematics courses:
• are more challenging than standard courses • require students to take a greater responsibility for their learning • require students to move at a faster pace than the equivalent standard level course • are different from the equivalent standard level courses in both the quality of the work expected and the quantity of the work required inside and outside of the classroom • expand on the goals and objectives that are also taught in our standard version of the same courses • are created for students who have demonstrated an advanced level of both interest and achievement in prior mathematics classes • offer challenging and higher-level courses for students who aspire to an advanced level of learning and will likely participate in our AP program • are awarded a .25 weight in recognition of the fact that they are more demanding and have requirements that go beyond those of the standard mathematics courses	• encompass all of the points listed in the Honors level statements • cover the breadth of information, skills and assignments found in corresponding college courses • align with the standards and expectations of leading institutions • provide motivated and academically prepared students with the opportunity to study and learn at the college level • are open and available to all students who have met the prerequisites of the course and are motivated to complete the work required to be successful in a college course while still in high school • follows a curriculum that is approved by the College-Board • engage students in challenging problem solving and critical thinking activities on a regular basis • prepare students to take the AP exam for the course given annually in May • are awarded a 1.0 weight in recognition of the fact that they are more demanding and have requirements that go beyond those of the standard mathematics courses

Credit 1	Credit 2	Credit 3	Credit 4
Advanced Placement Sequence College-bound students planning a career in medicine, engineering, science, or mathematics should consider this sequence, especially if they are applying to colleges designated as most competitive. Recommended electives for this level include AP Statistics and standard and AP Computer Programming courses in Grades 10-12.			
Honors Algebra 2	**Honors Precalculus/Trig** **Optional courses for students who wish to take more than one course:** **AP Computer Sci Principles, AP Statistics, AP Cybersecurity**	**AP Calc AB** **Optional courses for students who wish to take more than one course:** **AP Comp Sci Principles, AP Comp Sci A, AP Statistics, AP Cybersecurity**	**AP Calc BC** **Optional courses for students who wish to take more than one course:** **AP Comp Sci Principles, AP Comp Sci A, AP Statistics, AP Cybersecurity**
Academic Sequence College and non-college bound students seeking a complete study of high school mathematics. Students planning a career in medicine, engineering, science, or mathematics should consider additional mathematics courses including Statistics and Data Analysis, AP Statistics, or Computer Programming courses in Grades 11 and 12.			
Accelerated Geometry	**Accelerated Algebra 2** **Optional courses for students who wish to take more than one course:** **Precalculus/Trig (standard or honors), AP Comp Sci Principles, AP Cybersecurity**	**Precalculus/Trig (or Honors Precalculus) or Algebra 3/Trig** **Optional courses for students who wish to take more than one course:** **AP Comp Sci Principles, AP Comp Sci A, AP Statistics, AP Cybersecurity**	**Calculus 1 (or AP Calc AB) or Stat/Data Analysis** **Optional courses for students who wish to take more than one course:** **AP Comp Sci Principles, AP Comp Sci A, AP Statistics, AP Cybersecurity**
Accelerated Algebra 1	**Accelerated Geometry**	**Accelerated Algebra 2**	**Precalculus/Trig (or Honors Precalculus) or Algebra 3/Trig** **Optional courses for students who wish to take more than one course:** **AP Comp Sci Principles, AP Comp Sci A, AP Statistics, AP Cybersecurity**
Academic Algebra 1A	**Academic Algebra 1B** **Optional courses for students who wish to take more than one course:** **Code and Create**	**Academic Geometry** **Optional courses for students who wish to take more than one course:** **Code and Create Intro to Java Intro to Python**	**Academic Algebra 2** **Optional courses for students who wish to take more than one course:** **Applied Math Code and Create Intro to Java Intro to Python**

2915 Accelerated Algebra 1
(18 weeks, 1 credit)
Grades 9-12
This course is intended for ninth grade students who have successfully completed Academic Math 8 and have demonstrated excellent mathematical ability. Algebra 1 extends previously learned arithmetic skills to expressions involving variables. Major topics include linear equations and inequalities in one and two variables, exponents and polynomials, factoring, quadratic equations, proportions, functions, radicals, rational expressions, and data analysis. Problem solving, application, communication and reasoning are emphasized throughout the course. Students in this class will take the Algebra 1 Keystone Exams. **Prerequisite: (2825) Academic Math 8 grade of *A*- (90% or better) and teacher recommendation.**

2540 Academic Algebra 1A
(18 weeks, 1 credit)
Grades 9-12
This course is intended for college bound students who have successfully completed Academic Math 8 and who have demonstrated an understanding of all concepts of the course. It extends previously learned arithmetic skills to expressions involving variables. This course is a formal study of Algebra I concepts including integers, rational numbers, expressions, solving linear equations, graphing linear functions, writing linear equations, and exponents. **Prerequisite: (2825) Academic Math 8, *D*- (60% or better), or approval of the Math Transition Committee.**

2640 Academic Algebra 1B
(18 weeks, 1 credit)
Grades 9-12
Academic Algebra 1B builds on the concepts studied in Academic Algebra 1A. This is the second course in an in-depth two-year study of formal Algebra. The fundamental operations and their properties are studied. Topics include linear inequalities, systems of equations, systems of inequalities, exponents and polynomials, factoring polynomials, rational expressions, statistics, probability, and quadratic equations and functions. Problem solving, application, communication and reasoning are emphasized throughout the course. Students in this class will take the Algebra 1 Keystone Exam. **Prerequisite: (2540) Algebra 1A, grade of *D*- (60% or better), or approval of the Math Transition Committee.**

2661 Foundations of Algebra A
(18 weeks, 1 credit)
Grades 9-12
Foundation of Algebra A provides a foundational skillset for algebra. Students in this course will develop number sense, mathematical terminology, and arithmetic skills for future math classes. Primary topics of focus for this course include Major topics fractions, decimals, integers, orders of operation, equations, ratios, proportions, percent. **Prerequisite: For students enrolled in English Language Development upon approval of the Math Transition Committee. Please contact your school counselor.**

2662 Foundations of Algebra B
(18 weeks, 1 credit)
Grades 9-12
Foundation of Algebra B extends the concepts and skills of Foundations of Algebra A. This is the second course in a two-semester sequence to build a foundational skillset to prepare students for Algebra 1A. Primary topics of focus for this course include rational and irrational numbers, linear equations, functions, equations in two variables, geometry, and applications. **Prerequisite: (2661) Foundations of Algebra A grade of *D*- (60% or better).**

2645 Academic Geometry
(18 weeks, 1 credit)
Grades 9-12
This course is designed for students who have successfully completed Algebra 1 or Algebra 1B. The curriculum in this course includes a comprehensive study of Plane Geometry. The emphasis of this course is the application of congruency, similarity, parallelism, perpendicularity, introduction to trigonometry, circles, and area/volume of common geometric figures. **Prerequisite: (2640) Algebra 1B, grade of *D*- (60% or better) or teacher recommendation.**

2141 Academic Algebra 2
(18 weeks, 1 credit)
Grades 9-12
This course is designed for the student who has successfully completed Academic Geometry (course # 2645) and includes a review of algebra. Students will study polynomials and factoring, exponents, radicals, and rational expressions. Students will graph linear and quadratic functions. and concepts of probability and statistics. **Prerequisite: (2645) Geometry *D*- (60% or better), or teacher recommendation.**

2541 Applied Mathematics
(18 weeks, 1 credit)
Grades 9-12
This course is designed for students who have already completed both Algebra 2 and Geometry. Students will apply mathematics, algebra, and geometry to real-life situations. Typical workshop situations might include designing a landscape or home, tracking stocks, surviving a financial crisis, and planning for your financial future. **Prerequisite: (2141) Academic Algebra 2 or teacher recommendation.**

2122 Accelerated Geometry
Formerly Geometry/Trig
(18 weeks, 1 credit)
Grades 9-12
This course is designed for students who have successfully completed Algebra 1 or Academic Algebra 1B. Geometry/Trig has three major sections: The Foundation (Units 1-2), The Heart (Units 3-5), and The Application (Units 6-8). In *The Foundation* students will learn about proper mathematical communication. Students will learn to make logical arguments and justify their rationale for problem solving steps. In *The Heart* students will focus on Triangles (Rules & Relationships, Similarity, Congruence, and Right Triangle Trigonometry). Finally, in *The Application*, students will apply concepts from throughout the course to Polygons, Quadrilaterals, and Circles. Students will conclude the course by reviewing Area & Perimeter of Plane Figures and studying Surface Area & Volume of Solids. There will be an emphasis on applying algebra to geometric figures and applying geometric concepts to real world scenarios. **Prerequisite: (2812) Accelerated Algebra 1, *C*- (70% or better) or (2640) Academic Algebra 1B, *A*- (90% or better) and teacher recommendation.**

2415 Honors Geometry
(1 credit)
Grades 9-12
This course is designed for ninth grade students who have successfully completed Accelerated Algebra 1 in middle school. Honors Geometry covers topics including but not limited to deductive reasoning and proofs, parallel lines and planes, congruence, similarity, quadrilaterals and polygons, triangles, right triangle trigonometry, circles, areas, volumes, and coordinate geometry. There will be an

emphasis on applying algebra to geometric figures and applying geometric concepts to real world scenarios. This course is weighted at .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard mathematics course. **Prerequisite: (2812) Accelerated Algebra 1, *A*- (90% or better) or teacher recommendation.**

2520 Accelerated Algebra 2
Formerly Algebra 2/Trig
(18 weeks, 1 credit)
Grades 9-12
This course is designed for students with good mathematical ability and interest. Students will simplify a variety of expressions (radical, exponents, quadratic, polynomial, rational). Students will solve linear, quadratic, and polynomial equations and will graph and analyze linear, quadratic, and polynomial functions. Students will graph and analyze parent functions and polynomial functions. Other topics include inverses and data analysis. **Prerequisite: (2122) Accelerated Geometry *C*- (70% or better) or teacher recommendation.**

2530 Honors Algebra 2
(1 credit)
Grades 9-12
This course is an honors course designed for students with outstanding mathematical ability and interest who have mastered the concepts and skills of Algebra 1 and Geometry. Honors mathematics courses require students to move at a faster pace than the equivalent standard level course and they are different from the equivalent standard level course in both the quality of the work expected and the quantity of the work required inside and outside of the classroom. Students taking Honors Algebra 2 will have a more rigorous study of the concepts in preparation for future AP courses in mathematics. Students will simplify a variety of expressions (radical, exponential, quadratic, polynomial, logarithmic, and rational). Students will solve linear, quadratic, and polynomial equations and will graph and analyze linear, quadratic, and polynomial functions. Other topics will include parent graphs, data analysis, and trigonometry of the right triangle. This course is weighted at .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard mathematics course. **Prerequisite: (2801) Advanced Geometry, *B*- (80% or better) or teacher recommendation; (2415) Honors Geometry, *B*- (80% or better) or teacher recommendation; (2122) Accelerated Geometry, *A*- (90% or better) and teacher recommendation only.**

2221 Algebra 3/Trig
(18 weeks, 1 credit)
Grades 9-12
This course is intended for college bound students who have successfully completed Geometry AND Algebra 2. This course is an extension of algebra with topics including linear equations, ~~inequalities~~, exponential and logarithmic equations, domain and range graphically and algebraically, solving and graphing quadratic and higher order polynomial equations as well as rational functions. This course also includes trigonometric topics including right triangle trigonometry and the unit circle, law of sines and cosines and finding exact trigonometric values. **Prerequisite: (2520) Accelerated Algebra 2 *C*- (70% or better) or teacher recommendation.**

2110 Precalculus/Trig
(18 weeks, 1 credit)
Grades 9-12
Designed for students who have successfully completed both Geometry and Algebra 2, Precalculus is an extension of the concepts covered in the two prerequisite courses with an emphasis on the functional aspects necessary for preparation for the study of calculus. Polynomial, exponential, logarithmic, conics and trigonometric functions are addressed in this course. Trigonometric topics include the solution of trigonometric equations, identity manipulations, and transformation graphing, including work with amplitude, period, and phase shift. **Prerequisite: (2520) Accelerated Algebra 2, *B*- (80% or better) or teacher recommendation, or (2530) Honors Algebra 2, *C*- (70% or better) or teacher recommendation, or (2221) Algebra 3/Trig, *B*- (80% or better) or teacher recommendation.**

2111 Honors Precalculus/Trig
(18 weeks, 1 credit)
Grades 9-12
This course is an honors course designed for students with outstanding mathematical ability and interest who have mastered the concepts and skills of Algebra 2/Trig. Honors Precalculus/Trig is an extension of the concepts covered in the two prerequisite courses with an emphasis on the functional aspects necessary for preparation for the study of calculus. Polynomial, exponential, logarithmic, and trigonometric functions are addressed in this course. Trigonometric topics include the solution of trigonometric equations, identity manipulations, and transforming graphs, including work with amplitude, period, and phase shift. Matrices, conic sections, polar and parametric equations will be introduced and studied. **Incoming 9th and 10th graders who intend to take AP Calculus AB should take Honors Precalculus to more fully prepare for the pace and rigor of an AP course. The decision to take Honors Precalculus should not be taken lightly, and this decision should be discussed with your Algebra 2 teacher so there is no question regarding the expectation for the course.** This course is weighted at .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard Precalculus course. **Prerequisite: (2530 Honors Algebra 2, *B*- (80% or better) or teacher recommendation; (2520) Accelerated Algebra 2 *A*-, (90% or better) and teacher recommendation only.**

2625 Statistics and Data Analysis
(18 weeks, 1 credit)
Grades 9-12
Dual Enrollment Eligible- Delaware Valley University (See Page 7)
Delaware Valley University – Statistics for Science – 3 credits
Statistics is the study of the fundamentals of descriptive and inferential statistics. Topics include data descriptions using graphs, bivariate data, regression lines, probability and probability distributions, measures of center and variability, confidence intervals, and significance testing. The T-84 graphing calculator is used extensively in this course and is necessary for students to successfully complete the course. Any graphing calculator will suffice provided it has statistical menus. The statistical menus should include mean, median, standard deviation, quartiles, lists and list commands, and distributions (binomial, geometric, normal, and Poisson). **Prerequisite: (2520) Accelerated Algebra 2, *C*- (70% or better).**

2101 Calculus 1

(18 weeks, 1 credit)
Grades 11-12
Dual Enrollment Eligible- Delaware Valley University (See Page 7)
Delaware Valley University – Calculus 1 – 4 credits
Calculus 1 is the study of limits and change with respect to time. Differential calculus and some integral calculus will be covered in the course. Topics include functions, derivatives and their applications, and integral calculus and its applications. Calculus 1 parallels the first semester of most college calculus courses. Students must have an excellent command of algebraic processes to successfully complete this course. **Note: Students requiring a complete study of calculus for college preparation should follow Calculus 1 with Calculus 2. Students electing these two courses are not expected to take the Advanced Placement Examination; consequently, no weighted grade credit is awarded for Calculus 1 and 2. Prerequisite: (2111) Honors Precalculus, *C*- (70% or better), (2110) Precalculus, *B*- (80% or better).**

2103 Calculus 2

(18 weeks, 1 credit)
Grades 11-12
Calculus 2 will continue the Calculus 1 course. Topics will include, techniques of integration, indeterminate limits, improper integrals, and numerical approximations. Infinite series and polar coordinates will also be studied. This course parallels the second semester of most college calculus courses. **Note: Students requiring a complete study of calculus for college preparation should follow Calculus 1 with Calculus 2. Students electing these two courses are not expected to take the Advanced Placement Examination; consequently, no weighted grade credit is awarded for Calculus 1 and 2. Prerequisite: (2101) Calculus 1, *C*- (70% or better) or teacher recommendation.**

Advanced Placement Courses (AP Courses) and *Calculus 3 (*Calculus 3 for students who have already completed AP Calculus AB and AP Calculus BC) *see pages 6 and 7 for more information

2005 Advanced Placement Computer Science A

(18 weeks, 1 math or elective credit)
Grades 10-12
This course is equivalent to a first-semester college course in Computer Science using the Java language. Students will learn problem solving by learning and applying a programming technique known as Object-Oriented Programming (OOP). The major points of emphasis are programming design and methodology, algorithm development, classes and methods, and one- and two-dimensional arrays, and. Students who take this course should plan to take the Advanced Placement Computer Science A Test given in May. AP weighted grade course. Up to one credit from Computer Science courses may be used to fill your graduation requirements for mathematics. **Prerequisite: (2004) Introduction to Java, *A*- (90% or better) OR (2007) AP Comp Sci Principles, *B* (83% or better) AND (2110) Precalculus, *B*- (80 or better) OR teacher recommendation.**

2007 Advanced Placement Computer Science Principles

(18 weeks, 1 math or elective credit)
Grades 9-12
AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. Students who take this course should plan to take the Advanced Placement Computer Science Principles Test given in May. AP weighted-grade course. Up to one credit from Computer Science courses may be used to fill your graduation requirements for mathematic. **Prerequisite: (2520) Accelerated Algebra 2, *B*- (80% or better) or teacher recommendation.**

2009 Advanced Placement Cybersecurity

(18 weeks, 1 math or elective credit)
Grades 10-12
AP Cybersecurity introduces students to the principles, practices, and tools used to secure digital systems. Through a combination of hands-on labs, real-world scenarios, and project-based learning, students explore foundational topics such as network security, cryptography, risk assessment, system vulnerabilities, and ethical hacking. The course emphasizes both the technical and human aspects of cybersecurity and prepares students for further study or careers in the field. Up to one credit from Computer Science courses may be used to fill your graduation requirements for mathematics. **Prerequisite: (2800) Advanced Geometry *C*- (70% or better); (2122) Accelerated Geometry, *B*- (80% or better) or teacher recommendation.**

2102 Advanced Placement Calculus AB

(27 weeks, 1.5 credits)
Grades 10-12
This course provides a complete study of differential and integral calculus. It is designed to prepare students for the Advanced Placement Calculus AB Examination. The course outline completes the recommended topics described by the College Board **at a fast and intense pace** to guarantee time for practice testing exercises. **Students selecting this course should plan to take the Advanced Placement Calculus AB Examination in May. AP weighted-grade course. Prerequisite: (2111) Honors Precalculus/Trig, *B* (83% or better), or (2110) Precalculus, *A*- (90% or better) and teacher recommendation.**

2200 Advanced Placement Calculus BC

(27 weeks, 1.5 credits)
Grades 11-12
This advanced course reviews the concepts of calculus, emphasizing and extending introductory topics in differentiation, and integration. It is designed to prepare students for the Advanced Placement Calculus BC Examination. The course outlines the recommended topics described by the College Board **at a fast and intense pace** to guarantee time for practice testing exercises. **Students selecting this course should plan to take the Advanced Placement Calculus BC Test in May. AP weighted-grade course. Prerequisite: (2102) AP Calculus AB, *B* (83% or better) or teacher recommendation.**

2105 *Calculus 3

(18 weeks, 1 credit)

Grade 12

*Calculus 3 will extend the concepts learned in single-variable calculus to functions of several variables and three-dimensional space. Topics will include vectors and the geometry of space, vector-valued functions, partial derivatives, and multiple integrals. Students will study vector calculus, including line and surface integrals, as well as the fundamental theorems of vector calculus such as Green's, Stokes', and the Divergence Theorem. Additional topics include the use of different coordinate systems (polar, cylindrical, spherical), applications of multiple integrals, and second-order differential equations. This course parallels the third semester of most college calculus sequences and emphasizes real-world applications, mathematical reasoning, and the use of technology for visualization and problem-solving. **AP weighted-grade course**. **Prerequisite: (2200) AP Calculus BC *B*- (80% or better) or teacher recommendation.**

2601 Advanced Placement Statistics

(18 weeks, 1 credit)

Grades 9-12

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will expose students to four broad conceptual themes: (1) exploring data – observing patterns and departures from patterns, (2) planning a study – deciding what and how to measure, (3) anticipating patterns – producing probability and simulation, and (4) statistical inference – confirming models. The course outline covers the topics recommended by the College Board. The **pace is fast and intense** in order to assure time for practice testing exercises. **Students who take this course should plan to take the Advanced Placement Statistics Test given in May. AP weighted-grade course. Prerequisite: (2110) Precalculus/Trig, *B* (83% or better) or teacher recommendation, or (2111) Honors Precalculus/Trig, *B*- (80% or better) or teacher recommendation.**

Mathematics Elective Courses

MATH elective courses are only offered if there is sufficient enrollment.

2003 Code and Create

(9 weeks, .5 math or elective credit)

Grades 9-12

Unlock your creativity with Code and Create, a dynamic course designed for high school students interested in block-based coding. Using an object-oriented programming language, students will learn to program virtual worlds in a digital environment. This course emphasizes algorithmic thinking, abstraction, and problem-solving skills. Students will create movie-style animations, interactive games, and simulations, bringing their ideas to life. Up to one credit from Computer Science courses may be used to fulfill graduation requirements for mathematics. **Prerequisite: none.**

2004 Introduction to Java

(9 weeks, .5 math or elective credit)

Grades 9-12

This course in an introduction to the programming language Java. Emphasis is placed on language syntax and program design and structure. Topics include computer history and architecture, software development life cycle, computer ethics, fundamentals of Java, and object-oriented programming, data types, control statements, and strings. Students planning to take the Advanced Placement Computer Science A Course in the future should select this course. Up to one credit from Computer Science courses may be used to fill your graduation requirements for mathematics. **Prerequisite: Completion of (2640) Academic Algebra 1B or (2915) Accelerated Algebra 1.**

2000 Introduction to Python

(9 weeks, .5 math or elective credit)

Grade 9-12

Introduction to Python introduces students to the fundamentals of computer programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Students begin by learning to design, code, and test their Python programs while applying mathematical concepts. Students then move to more advanced programming concepts and learn to create more powerful programs using functions, strings, data structures, file I/O operations, and objects, as time permits. Students planning to take the Advanced Placement Computer Science A Course in the future should select this course. Up to one credit from Computer Science courses may be used to fill your graduation requirements for mathematics. **Prerequisite: Completion of (2640) Academic Algebra 1B or (2915) Accelerated Algebra 1.**

2623 SAT/ACT Test Preparation—Math

(9 weeks, .5 elective credit)

Grades 10-12

This course is designed as a review of previously learned mathematics to prepare students for the mathematics portion of the SAT. Students planning to take the ACT will also find this course beneficial since the course will teach problem-solving skills and effective test-taking strategies. Technology will be integrated throughout the course. An instructional fee will be charged to students who wish to use the SAT review book as a consumable workbook**. This course may NOT be used for Math credit. Prerequisite: Students taking this course must have COMPLETED courses in Algebra 2 and Geometry.**

MUSIC

All high school music courses are offered on an elective basis. Performance classes meet for one block on alternate days for the entire year. Students must be enrolled in music performance classes to be eligible to audition for the PMEA District and BCMEA County Music Festival, or to participate in connected co-curricular music activities, including marching band and instrumental or vocal ensembles. Many of these groups also participate in exhibitions and competitions. MBIT students who have an interest in co-curricular music activities should speak to their school counselor. All courses in music are only offered if there is sufficient enrollment.

9-12th Grade

	Semester 1	Semester 2
1	English	Science
2	Social Studies	Math
3	World Lang/Elective	Elective
4	Performance Ensemble	
	A/B Elective	A/B Elective

8600Y Advanced Placement Music Theory
(36 weeks, A/B, 1 credit)
Grades 9-12
AP Music Theory provides an in-depth study of the processes of music performance, composition, and analysis by focusing on the development of (1) complex aural skills, (2) skills in written analysis of functional harmony, (3) sight singing techniques, (4) musical composition skills, (5) keyboard skills, and (6) understanding of musical form and history. Students who take this course should have acquired basic skills in vocal or instrumental performance**. Prerequisite: Successful completion of Music Theory of *B*- or better or teacher recommendation. Students taking this course should plan to take the Advanced Placement Music Theory Test given in May. AP Weighted-Grade Course. Prerequisite: Successful completion of Music Theory OR a passing score on the Elective Placement Test.**

8667 Music Theory
(18 weeks, A/B schedule .5 credit)
Grades 9-12
Music Theory develops the basic vocabulary of music, emphasizes ear-training and notation, and harmonic fundamentals found in popular and traditional music. The course is designed for performers and musical beginners. This course is also intended to prepare students for Advanced Placement Music Theory. Music Theory is recommended as a foundation for other music electives.

8630 Rock Band
(18 weeks, A/B schedule .5 credit)
Grades 9-12
This course is designed for students who would like to create and study music in a rock band setting. Students will be grouped into bands and will learn how to use music gear/equipment, practice and perform songs, and incorporate elements of music promotion and marketing. Students will also learn about song structure and music theory as it relates to songwriting and arranging. Students will have access to instruments like guitar, piano, synths, bass, drums, and other forms of digital media/software. Students do not need to know how to play an instrument to join this course. NEW! This course may be repeated for credit.

8640 Music Technical Theater
(18 weeks, A/B schedule, .5 credit)
Grades 9-12
This hands-on course will focus on all aspects of musical theater production, including stage tech, set design, sound, lighting, and performing. In addition, students will get a brief overview of the history of musical theater and learn the important trends and ideas in the world of musical theater today. The course will culminate in projects and performances that show an understanding of all aspects of musical theater and will provide a foundation for a future in musical theater production.

8620 Music Production
(18 weeks, A/B schedule .5 credit)
Grades 9-12
This course allows students to explore computer applications used for both home and professional music studios in the field of audio engineering. Each music production space is equipped with iMAC computers and the Pro Logic apps suite. Students will learn in a hands-on environment using software to experiment with music production techniques. Students will learn practical skills related to audio mixing/mastering, music notation, recording techniques, and synthesized sound.

ENSEMBLES

8663 Concert Band
(36 weeks, A/B schedule, 1 credit)
Grades 9-12
Concert Band is designed for students in grades 9-12 who choose to continue their educational interest in band music. Students gain experience playing a variety of musical styles and continue their development of musical skills and techniques. Public performances are scheduled throughout the year. Individual instruction on specific instruments may take place within the larger group rehearsal. However, ensemble experience and the individual's performance as a responsibility to the group's overall success are emphasized. Students who are enrolled in Band are eligible to audition for County and District Band, as well as for select instrumental ensembles. Participation in the band program includes required after-school and evening rehearsals and performances as determined by the director. All band members are encouraged to participate in the Marching Band. Marching Band is one of the most visible co-curricular activities in the high school and provides the opportunity for motivated musicians to attain higher levels of performance. **Prerequisite: Participation in the middle school band program or the equivalent, by audition, and/or approval of the high school band director.**

8660 Honors Wind Ensemble
(36 weeks, A/B schedule, 1 credit)
Grades 9-12
Honors Wind Ensemble is an honors level course that is offered to students in grades 9-12 who play woodwind, brass, or percussion

instruments. Public performances including concert and marching settings are scheduled throughout the year. Individual instruction on specific instruments may take place within the larger group rehearsal. However, emphasis is on the ensemble experience and on the individual's performance as a responsibility to the group's overall success. Students who are enrolled in Wind Ensemble are eligible to audition for County and District Band, as well as for select instrumental ensembles. Participation in the band program includes required after-school and evening rehearsals and performances as determined by the director. All band members are encouraged to participate in the Marching Band. **Prerequisite: Participation in the Concert Band is preferred but not required. Admission is by audition or approval of the high school band director. This course is weighted at an additional .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard music ensemble courses.**

8665 Honors Jazz Ensemble

(36 weeks, A/B schedule, 1 credit)

Grades 9-12

Honors Jazz Ensemble is an honors level course that is offered as an opposite day companion course to Wind Ensemble. Students enrolled in this course must also be enrolled in Wind Ensemble. The course is open by audition to students who play the saxophone, trumpet, trombone, piano, guitar, bass, or drums. Classes are devoted to a study of a wide variety of jazz music and styles. Emphasis is placed on the development of the style, interpretation, and the technical skills needed for jazz performance, as well as the historical aspects of this American art form. Participation in the Jazz Ensemble includes required after-school and evening rehearsals and performances as determined by the director. This ensemble will be involved in several jazz competitions and festivals in the spring that generally occur on Friday evenings and some Saturdays. **Prerequisite: Audition and/or approval by high school jazz ensemble director. This course is weighted at an additional .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard music ensemble courses.**

8661 Concert Choir

(36 weeks, A/B schedule, 1 credit)

Grades 9-12

Choir is offered to students who enjoy singing in a vocal ensemble. Active participation and pursuit of individual musical growth are essential for the successful performance of choral music. Students will learn to develop proper vocal technique and performance discipline. Emphasis will be placed on training the singers to become better musicians through the use of choral repertoire. The chorus will perform both classical and contemporary works at the appropriate developmental level. A repertoire will be chosen that reflects a variety of styles, forms, and cultures and includes both sacred and secular texts. School and community performances will be scheduled throughout the year. Students who are enrolled in choir are eligible to audition for County and District Chorus as well as for select vocal ensembles. Participation in the choral program includes required afterschool and evening rehearsals and performances as determined by the director. Participation in the spring trip is optional but encouraged. **Prerequisite: Participation in the middle school choral program is preferred but not required.**

8662 Honors Chamber Choir

(36 weeks, A/B schedule, 1 credit)

Grades 9-12

Honors Chamber Choir is an honors level course offered to students who wish to sing in an advanced vocal ensemble. Active participation and pursuit of individual growth are essential for the successful performance of choral music. Students will continue to develop high-level vocal techniques. The choir performs both classical and contemporary works at the highest standard. A repertoire will be chosen that reflects a variety of styles, forms, and cultures and includes both sacred and secular texts. School and community performances will be scheduled frequently throughout the year. Students who are enrolled in choir are eligible to audition for County and District Chorus as well as for select vocal ensembles. Participation in the choral program includes required afterschool and evening rehearsals and performances as determined by the director. Participation in the spring trip is optional but encouraged. **Prerequisite: Audition and/or approval by the high school choir director. This course is weighted at an additional .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard music ensemble courses**.

8664 String Orchestra

(36 weeks, A/B schedule, 1 credit)

Grades 9-12

Students participating in string orchestra will actively engage in the creation and performance of orchestral music literature, which will expose students to a variety of musical genres and periods. Students will advance their musical development through rehearsal and performance in small and large ensemble settings. Orchestra is offered to students who play violin, viola, cello, or double bass. Students playing other instruments may only join orchestra with the approval of the high school orchestra director. Performances in the school and community will be scheduled throughout the year. Students who are enrolled in Orchestra are eligible to audition for BCMEA and PMEA festivals, as well as other select ensembles. Participation in the orchestra includes occasional required rehearsals and/or performances outside of normal school hours. **Prerequisite: Participation in the middle school orchestra program or the equivalent, and/or approval of the high school orchestra director.**

8668 Honors Chamber Orchestra

(36 weeks, A/B schedule, 1 credit)

Grades 9-12

Chamber Orchestra is an advanced string orchestra. Students participating in Chamber Orchestra will actively engage in the creation and performance of rigorous orchestral music literature. Chamber Orchestra is offered to students who play violin, viola, cello, or double bass. Students playing other instruments may only join orchestra with the approval of the high school orchestra director. Participation in the Chamber Orchestra includes occasional required rehearsals and/or performances outside of normal school hours. Students enrolled in Chamber Orchestra are eligible to audition for BCMEA and PMEA festivals, as well as other select ensembles. **Prerequisite: Admission is by audition or the approval of the high school orchestra director. This course is weighted at an additional .25 as a recognition of the fact that it is more demanding and has**

more requirements that go beyond those of the standard music ensemble courses.

8671S Collaborative Music
(18 weeks A/B, .5 credit)
Grades 9-12
Collaborative Music is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both, a peer mentor and learner. This course is designed to provide students (with and without disabilities) the opportunity to experience music in a modified environment. The focus of this course is on the academic and social growth of all participants. Engaging in music alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various abilities that are present in a music setting. **Students interested in taking this elective must submit an online peer mentor application. To submit an application please visit https://forms.office.com/r/ivgvHrHdBL**

PEN (Gifted Program)

9600C Gifted Independent Study
(36 weeks, asynchronous, .25)
This independent study will be asynchronous and run year long. It will be in addition to the student's school-day course load. The goal of this course is to provide students with the time to explore topics of interests, career opportunities, or creative pursuits. The expectations for this course would include meeting with their teacher throughout the project, self-monitoring and planning, implementing their project. The purpose of gifted programming in Central Bucks School District is to support the academic needs of gifted students by providing learning opportunities which are more in-depth and may be presented at a faster pace. In keeping with the Pennsylvania Department of Education's Chapter 16 regulations, a Gifted Individual Education Plan (GIEP) will be developed annually for students who are identified mentally gifted. Specially Designed Instruction for students with a GIEP primarily takes place in regular education classrooms.

SCIENCE

SCIENCE SEQUENCE These sequences represent typical pathways through high school science classes, but additional pathways are possible. If you have any questions, your current science teacher or school counselor will be able to answer them for you.			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Most Rigorous Sequence Students planning careers in science, medicine, engineering, or environmental studies should follow this sequence, especially if applying to highly competitive colleges, and are encouraged to add science options aligned with their interests.			
Honors Environmental Science	**Biology (Honors or AP)**	**Chemistry (Honors or AP) and/or Physics (Honors or AP)**	
Honors and Academic Sequence College and non-college bound students seeking a complete study of high school science are encouraged to follow this sequence. Students planning a career in the sciences should consider additional science options that match their interests.			
Environmental Science (Honors or Academic)	**Biology (Honors, Academic or Practical)**	**Chemistry (Honors, Academic, or Conceptual) and/or Physics (Honors or Academic)**	

Science Options:

Grades 9-12
Astronomy (9 weeks, .5 credit)
Oceanography (9 weeks, .5 credit)

Grade 10 – 12
AP Biology (36 weeks, 2 credits)*
AP Environmental Science (18 weeks, 1 credit)*
Environmental Sustainability (18 weeks, 1 credit)
Human Anatomy and Physiology (18 weeks, 1 credit)*
Applied Human Anatomy & Physiology (18 weeks, 1 credit) * (CB West Only)
***Denotes the class has a prerequisite.**

Grade 11 - 12
AP Chemistry (36 weeks, 2 credits)*
AP Physics: Newtonian Mechanics (18 weeks, 1 credit)*
AP Physics: Electricity and Magnetism (18 weeks, 1 credit)*
Forensic Science (18 weeks, 1 credit)*

3920 Academic Environmental Science
(18 weeks, 1 credit)
Grade 9
Satisfies Environmental Science Requirement
Environmental Science introduces students to the complex and interconnected systems that shape our planet. Students begin by exploring the geosphere, hydrosphere, atmosphere, and biosphere, developing an understanding of Earth's systems and how they interact. Students investigate relationships between organisms and their environments, focusing on energy flow, biodiversity, population dynamics, and environmental literacy. The course then examines the importance of sustaining these systems, emphasizing natural resources, human impact, and conservation strategies. Throughout the course, students engage in hands-on investigations and real-world problem solving, developing critical thinking skills and a deeper understanding of Earth's systems and their environment.

3910 Honors Environmental Science
(18 weeks, 1 credit)
Grade 9
In Honors Environmental Science, students are introduced to the complex and interconnected systems that shape our planet. Students begin by exploring the geosphere, hydrosphere, atmosphere, and biosphere, developing an understanding of Earth's systems and how they interact. Students investigate relationships between organisms and their environments, focusing on energy flow, biodiversity, population dynamics, and environmental literacy. The course emphasizes sustaining Earth's systems, with an advanced focus on natural resources, human impact, and conservation strategies Students will engage in rigorous hands-on investigations, simulations, and real-world problem solving, while developing high-level critical thinking and scientific communication skills. Honors students will examine a variety of nonfiction texts that deepen their understanding of environmental challenges. Honors Environmental Science is intended for students who have distinguished themselves in mathematics and science and are interested in the most rigorous science sequence. **Prerequisites: (3800) Advanced Science 8, *A*- or better or teacher recommendation or (3820) Academic Science 8, *A* or better or teacher recommendation. Honors weighted grade.**

Life Science Courses

3010 Honors Biology
(18 weeks, 1 credit)
Grade 9-10
Satisfies Life Science Requirement
Honors Biology provides students with the principles that explain how life functions, grows, and evolves. This course covers the same core concepts as Academic Biology but is designed for students seek-

ing a more rigorous and fast-paced experience. In addition to exploring how life functions, grows, and evolves, students engage in deeper analysis of biological systems and processes. The course places greater emphasis on critical thinking, data interpretation, and the application of scientific knowledge. Students are expected to work more independently, demonstrate higher-level reasoning, and apply scientific practices to complex problems. This course prepares students for future advanced science coursework by fostering analytical skills and scientific inquiry beyond the scope of the academic level. The Biology Keystone Exam will be administered at the conclusion of this course. **Honors weighted grade. Prerequisite: (3920) Honors Environmental Science, *A*- or better, or (3910) Academic Environmental Science, *A*, or teacher recommendation.**

3020 Academic Biology
(18 weeks, 1 credit)
Grade 9-10
Satisfies Life Science Requirement
Academic Biology introduces students to the fundamental principles that explain how life functions, grows, and evolves. The course begins with an exploration of how cells work together to form complex organisms, focusing on characteristics of life, cell specialization, and homeostasis. Students then examine how energy flows through living systems by studying photosynthesis, cellular respiration, and the role of key biological molecules. The course continues with an exploration of genetics, evolution, natural selection, and biodiversity. Inquiry-based labs, activities, and discussions help students build a strong foundation in life science and develop essential scientific thinking skills. The Biology Keystone Exam will be administered at the conclusion of this course. **Prerequisite: Academic (3910) or Honors (3920) Environmental Science.**

3040 Practical Biology
(18 weeks, 1 credit)
Grade 9-10
Satisfies Life Science Requirement
Practical Biology uses a problem-based approach to the biological sciences. The course content aligns with Academic Biology and covers the same core concepts while incorporating additional instructional supports and intervention strategies. Students explore how cells function within organisms, how energy moves through living systems, how traits are inherited, and how evolution shapes biodiversity. Through hands-on investigations, real-world applications, and structured learning experiences, students develop an understanding of fundamental biological concepts. The Biology Keystone Exam will be administered at the conclusion of this course. **Prerequisite: Academic (3910) or Honors (3920) Environmental Science.**

3100 Advanced Placement Biology
(36 weeks, 2 credits)
Grades 10-12
Satisfies Life Science Requirement
Advanced Placement Biology is a one year, two-credit course designed in accordance with the PA standards for high school biology and the College Board curriculum for AP Biology. This is a rigorous course utilizing Advanced Placement approved college texts and laboratory experiences that mirrors the freshman Biology 101 and 102 experience at most colleges. Success in this level of biology requires a high level of motivation and interest in biology, excellent study skills, sophisticated problem-solving skills, and a commitment to working outside of the classroom. Statistical analysis is a key part of the course, so a strong math background is recommended. College credit or advanced standing may be obtained from many institutions for students who score 3 or higher on the Advanced Placement Test. Advanced Placement Biology meets the College Board requirements for AP Biology. **Students taking this course should plan to take the Advanced Placement Biology Test given in May and the PA Keystone Exam if they have not already earned a proficient score. AP weighted-grade. Honors/Academic Biology is not a prerequisite, although most students will benefit from its completion prior to Advanced Placement Biology. Prerequisite: (3920) Honors Environmental Science, *A*- or better. Recommended Prerequisites (3010) Honors Biology, *B* or better or (3020) Academic Biology *A*- or better.**

Physical Science Courses

3110 Honors Chemistry
(18 weeks, 1 credit)
Grades 9-12
Satisfies Physical Science Requirement
Honors Chemistry offers a study of the relationship between matter and energy and the role that each play in physical and chemical change. Students will learn the scientific methods of problem solving and will be expected to apply them in laboratory work. Students will learn to use laboratory equipment safely and correctly and will learn to record and interpret data from experiments. Laboratory work and assessments will challenge students to be creative and to give evidence of individual study. Honors Chemistry is intended for students who have distinguished themselves in mathematics and science. The course prepares students to meet course expectations for advanced-level courses such as AP Biology, AP Chemistry, or AP Physics. For this reason, students are expected to be working above grade level in mathematics. Students planning to pursue careers in medicine, engineering, or other science fields should consider taking this course. **Honors weighted grade. Prerequisite: (2520 or 2530) Accelerated or Honors Algebra 2, *B* or better or teacher recommendation. (Note: Accelerated/Honors Algebra 2 course may be taken concurrently with Honors Chemistry.)**

3120 Academic Chemistry
(18 weeks, 1 credit)
Grades 9-12
Satisfies Physical Science Requirement
Academic Chemistry offers a study of the relationship between matter and energy and the role that each play in physical and chemical change. Students will learn the scientific methods of problem solving and will be expected to apply them in laboratory work. Students will learn to use laboratory equipment safely and correctly and will learn to record and interpret data from experiments. To be successful in Academic Chemistry, students must exhibit strong study skills and daily commitment to course activities.. This course meets college entrance requirements. **Prerequisite: Completion of Algebra 1 or equivalent.**

3140 Conceptual Chemistry
(18 weeks, 1 credit)
Grades 9-12
Satisfies Physical Science Requirement
Conceptual Chemistry offers students the opportunity to study topics related to the general structure and behavior of matter. Essential chemistry content is presented within the context of realistic situations and is related to the student's practical experiences. All units will involve laboratory investigations. The course will help students understand industrial applications of chemistry and how chemistry is used to solve societal problems. Success in the course requires daily, active participation. Although this course meets college entrance requirements, it is recommended that the college-bound student takes Academic Chemistry.

3101 Advanced Placement Chemistry
(36 weeks, 2 credits)
Grade 11-12
Satisfies Physical Science Requirement
Advanced Placement Chemistry is a one year, two-credit course designed in accordance with the PA standards for high school chemistry and the College Board curriculum for AP Chemistry. This is a rigorous course utilizing Advanced Placement approved college texts and laboratory experiences that mirrors the freshman Chemistry 101 and 102 experience at most colleges. Success in this level of chemistry requires a high level of motivation and interest in chemistry, excellent study skills, sophisticated problem-solving skills, and a commitment to working outside of the classroom. Further, AP Chemistry is suited for students who have distinguished themselves in mathematics, including satisfactory completion of Accelerated Algebra 2, and science. College credit or advanced standing may be obtained from many institutions for students who score 3 or higher on the Advanced Placement Test. Advanced Placement Chemistry meets the College Board requirements for AP Chemistry. Students planning to pursue careers in medicine, engineering, or other science fields should consider taking this course. **Students taking this course should plan to take the Advanced Placement Chemistry Test given in May. AP weighted grade. Honors/Academic Chemistry is not a prerequisite, although most students will benefit from its completion prior to Advanced Placement Chemistry. Prerequisite: (2530) Honors Algebra 2, *B* or better or (2520) Accelerated Algebra 2, *A-* or better, and (3010) Honors Biology, *A-* or better. Recommended prerequisite: (3110) Honors Chemistry with a *B* or better, or Academic (3120) Chemistry with an *A-* or better.**

3101B Advanced Placement Chemistry Partnership Program
(36 weeks, 2 credits)
Grades 11-12
Satisfies Physical Science Requirement
The Advanced Placement Chemistry Partnership Program is a full year program that combines the Advanced Placement Chemistry curriculum with an after-school internship and independent research project at the Pennsylvania Biotechnology Center. Students electing to apply for the program are expected to exhibit a professional work ethic, have the capacity to work independently in a lab setting, and provide their own transportation home from the center. Further, if selected for this program students may complete assignments in laboratories operated by the *Hepatitis B Foundation* and *Baruch S. Blumberg Institute*. Therefore, this program is open to students who meet the following criteria based on the institutions' applicable rules and regulations: are 16 years of age on or before the first day of class, provide proof of completing the Hepatitis B vaccine series or begin the vaccination before starting in the laboratory, and complete the Pennsylvania Biotechnology Center's Good Laboratory Practices training protocol. This is an application only course. Interested students should register for **3101 Advanced Placement Chemistry** and complete the application process. **Students taking this course should plan to take the Advanced Placement Chemistry Test given in May. AP weighted grade. Prerequisite: Honors/Academic Chemistry is not a prerequisite, although most students will benefit from its completion prior to Advanced Placement Chemistry. (2530) Honors Algebra 2, *B* or better or (2520) Accelerated Algebra 2, *A-* or better, and (3010) Honors Biology, *A-* or better. Application Only.**

3201 Biotechnology Research Practicum
(36 weeks, 2 credits)
Grade 12
The Biotechnology Research Practicum is a full year program offered to students who have completed the Advanced Placement Chemistry Partnership Program. Students will continue their internship and independent research while mentoring Central Bucks students through their first year of research. This is an application only course. Interested students should complete the application process. **Prerequisite: Successful completion of the Advanced Placement Chemistry Partnership Program. Pass / Fail course**. **Invitation Only.**

3224 Academic Physics
(18 weeks, 1 credit)
Grades 9-12
Satisfies Physical Science Requirement
In Academic Physics, students will explore core concepts of physics, including motion, forces, energy, electricity and magnetism, wave motion, and the behavior of light. Classroom instruction will emphasize hands-on learning. Students will have the opportunity to apply basic mathematical techniques to real-world situations. Students will learn the scientific method of problem-solving and learn to apply it successfully through laboratory experimentation. It is recommended that all college-bound Central Bucks students participate in a physics course. **Prerequisite: Completion of Algebra 1 or equivalent.**

3225 Honors Physics
(18 weeks, 1 credit)
Grades 9-12
Satisfies Physical Science Requirement
Honors Physics is the study of motion, forces, energy, electricity and magnetism, & momentum. Experimentation, demonstrations, problem-solving and associated readings are all part of the course. Students will learn the scientific method of problem-solving and learn to apply it successfully in the laboratory. Honors Physics is intended for students who have distinguished themselves in mathematics and science. It is a particularly math-intensive course; and consequently,

students are expected to be working above grade-level in mathematics. Students planning to pursue careers in medicine, engineering, or other science fields should take this course. **Honors weighted grade. Prerequisite: (2530) Honors Algebra 2, *C* or better or (2520) Accelerated Algebra 2, *B*- or better.**

3102 Advanced Placement Physics: Newtonian Mechanics
(18 weeks, 1 credit)
Grades 11-12
Satisfies Physical Science Requirement
This AP course is designed to address the areas of kinematics, Newton's laws of motion, energy and power, systems of particles, circular motion and rotation, oscillations, and gravitation. This is a typical first-semester college physics course taken by students majoring in science, math, or engineering. High motivation and an above-average ability in math are important because the course will move at a fast pace and is calculus based. **Students taking this course should plan to take the Advanced Placement Physics: Newtonian Mechanics Test given in May. AP weighted grade. Prerequisite: (2110 or 2111) Pre-Calculus, *A*- or better, or Honors Precalculus, *B*- or better.**

3103 Advanced Placement Physics: Electricity & Magnetism
(18 weeks, 1 credit)
Grade 11-12
Satisfies Physical Science Requirement
This AP course addresses the following content areas: electrostatics, electric circuits, magnetostatics, electromagnetism, conductors, capacitors, and dielectrics. Use of calculus in problem solving and in derivations will increase as the course progresses. This is a typical second-semester college physics course. **Students taking this course should plan to take the Advanced Placement Physics: Electricity and Magnetism Test given in May. AP weighted grade. Prerequisite: (3102) AP Newtonian Mechanics, *B*- or better, or (3225) Honors Physics, *A*- or better and (2102) AP Calculus AB, *B*- or better.**

Additional Science Electives

3108 Advanced Placement Environmental Science
(18 weeks, 1 credit)
Grades 10-12
The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze both natural and human-made environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course focuses on the science behind environmental problems and issues. Laboratory and field study are important elements of the course. Topics include scientific analysis, interdependence of the Earth's systems, human population dynamics, renewable and nonrenewable resources, environmental quality, and the environment and society. Because of the quantitative analysis that is required in the course, students should also have taken at least one year of Algebra. **Students taking this course should plan to take the Advanced Placement Environmental Science Test given in May. AP weighted grade. Prerequisite: AP weighted-grade course. Prerequisite: Completion of (3020 or 3010) Academic or Honors Biology.**

3118 Environmental Sustainability
(18 weeks, 1 credit)
Grades 10-12
Dual Enrollment Eligible- Delaware Valley University (See Page 7)
Delaware Valley University – Sustainability: Saving the Earth and Feeding the People – 3 credits
Environmental Sustainability is a project-based course that provides students with opportunities to investigate real world environmental issues. The course will examine an array of ecological, biological, agricultural, technological, economic, social, and political issues associated with our environment today. Students will describe environmental issues in view of their complex and dynamic nature, identify their role in and responsibility to the issue, and explore reasonable solutions to diminish or resolve the issue, both locally and globally. In the end, students will understand the ways social, economic and environmental systems interact, appreciate and respect the diversity of views and values that influence sustainable ways of living, and participate critically and act creatively in determining more sustainable ways of living. This course is designed for a broad range of students with a high interest in making informed choices about their life, family, and community, and being better stewards of Earth's resources.

3130 Honors Human Anatomy and Physiology
(18 weeks, 1 credit)
Grades 10-12
Dual Enrollment Eligible- Bucks County Community College (See Page 7) **– BIOL 115 Basic Human Anatomy – 3 credits**
The course explores the structure and function of the human body and the interactions among body systems that maintain homeostasis. Students examine the organization of the body from cells and tissues to organ systems, emphasizing the relationship between structure and function. The course provides a comprehensive study of all major body systems, with an in-depth focus on the skeletal, muscular, nervous, and cardiovascular systems. Students participate in laboratory investigations, including anatomical models and specimen dissections, to deepen their understanding of human anatomy and physiology. Offered at the honors level and as a dual enrollment opportunity through Bucks County Community College, this course reflects the rigor and expectations of an introductory college anatomy and physiology course. **Honors weighted grade. Prerequisite: (3020 or 3010) Academic or Honors Biology, B or better.**

3122 Applied Human Anatomy and Physiology
CB-West only
(18 weeks, 1 credit)
Grades 10-12
This course provides students with the opportunity to learn about human anatomy and physiology and how it applies to health and disease. It includes classwork, labs and hands on activities, weekly data collection including blood pressure and heart rate, and trips to the YMCA for hands on application of content learned in the classroom. Key topics include the nervous, skeletal, muscular, cardiovascular, respiratory, and digestive systems. **Prerequisite: (3040, 3020, or 3010) Practical, Academic, or Honors Biology, *C* or better.**

3213 Forensic Science
(18 weeks, 1 credit)
Grades 11-12
The course will involve the application of chemical, physical, and biological principles for the investigation of physical evidence in criminal cases. It will entail analytical reasoning, laboratory testing, possible field trips, and provide technical expertise (qualified speakers who will present and help us to analyze evidence from criminal cases). Students will be taught the fundamentals of a criminal investigation and how they apply in a court of law. The students will learn by doing — they will isolate and process crime scenes, analyze and interpret lab data, and problem solve. Each student's experience will culminate with the solving of a crime scene scenario. **Grade Level: 11, 12. Prerequisites: (3020 or 3010) Academic or Honors Biology, *C* or better.**

3640 Astronomy/Space Exploration
(9 weeks, .5 credit)
Grades 9-12
The astronomy course provides a descriptive study of the universe and the place that our solar system occupies within the universe. The motion of our solar system and the instruments used to study our galaxy are explored, along with travel, work, and exploration in space**.**

3643 Oceanography
(9 weeks, .5 credit)
Grades 9-12
Oceanography is for students interested in the ocean and its effects on man and nature. Recent concern about ocean pollution has increased the need for basic understanding of the sea environment. Students will learn about the physical features of the oceans, chemical makeup, tides, currents, topography of the sea floor, and shorelines. The biological requirements of the ocean community will also be studied.

SOCIAL STUDIES, INCLUDING HISTORY AND THE SOCIAL SCIENCES

The National Council for the Social Studies defines our field as "the study of individuals, communities, systems, and their interactions across time and place." Our fields prepare "students for a lifelong practice of civil discourse and civil engagement in their communities." Our program seeks to make you ready for a life of engaged and informed citizenship.

Social Studies teachers take pride in helping you make sense of the past and the present in ways that are relevant to your classmates. Students are required to take four credits of Social Studies during grades 9-12, no less than one Social Studies course per year. Each course offers the opportunity to master themes and knowledge that will help you thrive as a citizen and member of your community. The sequence of courses equips you with skills for conducting research and understanding events in the news. Also, our courses offer you the chance to develop your ability to read and write effectively.

SOCIAL STUDIES SEQUENCES			
Grade 9	Grade 10	Grade 11	Grade 12
Advanced Placement Sequence / Most Rigorous This sequence is designed for college-bound students who are applying to colleges designated as most competitive and/or planning to major in history, business, law, social sciences, or humanities.			
U.S. History – Honors prepares grade 9 students for Advanced Placement coursework in grades 10-12.	AP European History	AP U.S. History AP U.S. Gov't & Politics AP Macroeconomics*	AP Comparative Gov't AP Microeconomics AP Psychology
Honors Sequence This sequence is designed for students who intend on immediately continuing their education in college after graduation from Central Bucks.			
U.S. History – Honors	Modern World History – Honors	American Government and Economic Systems – Honors	Global Relations – Honors
Academic Sequence A well-rounded understanding of history and the social sciences invites our students to an active and engaging life as citizens in their communities and country. This sequence prepares students for success in college, a career in the Armed Forces, or employment in the labor force.			
U.S. History – Academic	Modern World History – Academic	American Government and Economic Systems – Academic	Global Relations –Academic
*AP Macroeconomics can satisfy either the Grade 11 required social studies credit when taken in 11th grade OR the Grade 12 required social studies credit if taken in 12th Grade.			

Required Courses (Core Courses)

The required sequence of courses provides you with exposure to a variety of topics in history and the social sciences. These courses will build your toolbox for reading, describing, analyzing, and applying understanding from those disciplines. Our core courses are offered at both the academic and honors level.

Academic and Honors Courses Characteristics
• Academic and honors courses prepare students for meaningful engagement as citizens. • Academic courses allow you the opportunity to build knowledge and skills necessary for success after graduation. You will be ready to meet your goals in post-secondary education, the workforce, or participation in public and military service. • Honors courses deliberately prepare you for success in post-secondary educational coursework. They are more challenging than academic courses and require you to take greater responsibility for your learning. • The +0.25 weight added to grades earned in honors courses recognizes the demanding nature of those courses. • The recommendation of your teacher in the preceding year's core Social Studies course is required for enrollment in an honors course.

1910 Honors United States History
1920 Academic United States History
(18 weeks, 1 credit)
Grade 9

Explore the major events and turning points in American history from 1890 to the present. Analyze how the United States emerged as a world power, navigated the Great Depression, fought in global conflicts, and transformed through social and political change. Engage in critical reading, persuasive writing, and research to deepen your understanding of the nation's past and its impact on today's society. Honors students tackle more advanced readings and projects at a faster pace. **Honors weighted grade for 1910 Honors.**

1111 Honors Modern World History
1120 Academic Modern World History
(18 weeks, 1 credit)
Grade 10

Investigate the shared and diverse experiences of people around the world from 1750 to the present. Trace the rise of modern nation-states, the effects of globalization, and the patterns that have shaped today's world. Develop historical thinking and reasoning skills as you connect themes across time and place. Honors students dive deeper into topics with higher-level readings and assessments. **Honors weighted grade for 1111.**

1012 Honors American Government and Economic Systems
1022 Academic American Government and Economic Systems
(18 weeks, 1 credit)
Grade 11

Examine how the U.S. government operates and influences policies, economies, and social issues. Study the three branches of government, political parties, elections, and the role of interest groups. Learn key economic concepts such as scarcity, supply and demand, fiscal policy, and the business cycle. Honors students engage in more in-depth analysis, readings, and projects. **Honors weighted grade for 1012.**

1210 Honors Global Relations
1220 Academic Global Relations
(18 weeks, 1 credit)
Grade 12

Analyze how nations interact, cooperate, and sometimes clash in the modern world. Focus on the impact of international issues on American foreign policy and explore comparative economic systems and global trade. Build decision-making skills by tackling current economic challenges like inflation, unemployment, and national debt. Honors students pursue deeper inquiry through advanced readings and assignments. The honors course addresses the same topics but in more depth with added readings, writing assignments, and projects. **Honors weighted grade for 1210.**

Advanced Placement Courses

AP courses prepare students for meaningful engagement as citizens while pursuing a specialized and rigorous body of content. The expectations for these courses align with the standards of the College Board as well as leading four-year colleges and universities.

AP Social Studies Courses Student Expectations
• Students in our AP courses will embrace the challenges of mastering themes, topics, and skills commensurate with a college-level course. • Students in our AP courses plan to complete the National exam administered in May. • Students in our AP courses will keep up with pacing and complexity that is significantly greater than in our honors courses. Students take significant responsibility for their learning in the AP program. • Success in preceding years' Social Studies coursework is preparation for and an indicator of one's readiness for an AP course. **Therefore, the prerequisite for all AP courses is a B (or better) in the preceding year's honors or AP Social Studies course OR an A in the preceding year's academic Social Studies course.** • AP courses, when they address the standards of a given on-level course, may satisfy the required social studies credit for a given grade level. Students must plan carefully and know what credits a given AP course satisfies. • Students understand that the +1.0 weight for AP courses recognizes the demanding nature of the course. Also, students acknowledge that AP courses have requirements that go beyond those of academic and honors courses.

1100 Advanced Placement European History
(27 weeks, 1.5 credits) – MP2-4 at CB East
1101 Advanced Placement European History
(27 weeks, 1.5 credits) – MP1-3 at CB South & CB West
Grade 10

This course investigates the development of Western European society between 1450 and the present. The students will become familiar with the principal themes in modern European history and the methods for the analysis of historical evidence. **Satisfies the required social studies credit for 10th grade when taken during the 10th grade year. AP weighted-grade course.**

1000 Advanced Placement U.S. History
(27 weeks, 1.5 credits)
Grade 11
This course examines the history of the United States in a chronological manner from the Colonial Period through the 1990s. Students complete readings in both factual and interpretive textbooks. Class participants will address more historical material, study history in greater depth, and complete projects and writing assignments other than those assigned in Recent America, Honors or Academic. **Satisfies the required social studies credit for 11th grade when taken during the 11th grade year. AP weighted-grade course.**

1202 Advanced Placement Macroeconomics
(18 weeks, 1 credit)
Grade 11, 12
AP Macroeconomics introduces you to the principles that shape entire economic systems. You will investigate how national income, price levels, and economic growth are determined, and analyze the roles of the financial sector, government stabilization policies, and international trade. The course emphasizes interpreting economic performance measures and understanding how economies respond to real-world challenges like inflation and unemployment. You will use graphs, charts, and data to explain and predict economic trends on a national and global scale. **Satisfies the required social studies credit for 11th or 12th grade when taken during the 11th or 12th grade year, respectively. AP weighted-grade course.**

1001 Advanced Placement U.S. Government and Politics NEW
(18 weeks, 1 credit)
Grade 11
AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. **Satisfies the required social studies credit for 11th grade when taken during the 11th grade year. AP weighted-grade course.**

1201 Advanced Placement Microeconomics
(18 weeks, 1 credit)
Grades 12
Grade 11—Elective Credit Only
AP Microeconomics focuses on the economic decisions made by individuals, households, and businesses. You will explore how markets operate, how prices are set, and how resources are allocated, while examining concepts like market failure, government intervention, and income distribution. The course challenges you to analyze the efficiency and equity of different market structures and to consider the impact of policy decisions on everyday economic choices. Throughout, you will apply graphs, charts, and data to real-world scenarios, building a strong foundation in economic reasoning. **Satisfies the required social studies credit for 12th grade when taken during the 12th grade year. AP weighted-grade course.**

1203 Advanced Placement Comparative Government
(18 weeks, 1 credit)
Grade 12
Grade 11—Elective Credit Only
AP Comparative Government introduces students to the fundamentals of comparative politics at the college level. Using a comparative approach, students examine the political structures, policies, and challenges of six countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. The course emphasizes analysis of data and text-based sources to explore topics such as power and authority, legitimacy and stability, democratization, and the forces that shape political systems. Students build skills in comparing how different nations address political, economic, and social issues. **Satisfies the required social studies credit for 12th grade when taken during the 12th grade year. AP weighted-grade course.**

1300 Advanced Placement Psychology
(18 for a semester or 36 weeks (A/B schedule-all year), 1 credit)
Grade 12
Grade 11-Elective Credit Only
AP Psychology introduces you to the scientific study of behavior and mental processes in humans and other animals. You will investigate key psychological facts, principles, and phenomena across major subfields, while learning the ethics and research methods psychologists use in their work. Throughout the course, you'll explore landmark discoveries, compare different psychological approaches—including biological, behavioral, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural perspectives—and practice core research and critical thinking skills. A background in biology and statistics will help you succeed in this rigorous, college-level course. ***Parents and students should know that some required course content in AP Psychology may address controversial topics. We expect students to approach such material in a mature manner. Satisfies the required social studies credit for 12th grade when taken during the 12th grade year. AP weighted-grade course.**

Social Studies Elective Courses

These courses provide graduation credits in electives. Social Studies elective courses are only offered if there is sufficient enrollment.

1160 Introduction to Psychology
(9 weeks, .5 credit)
Grades 9-12
Discover the factors that shape human behavior by exploring major psychological theories and concepts. Examine topics such as development, learning, perception, and personality through readings, discussions, and hands-on activities. Analyze real-world examples and participate in experiments to better understand yourself and others. This course encourages mature, thoughtful discussion of sometimes controversial topics.

1161 Sociology
(9 weeks, .5 credit)
Grades 9-12
Dual Enrollment Eligible- Delaware Valley University (See Page 7)
Delaware Valley University – Intro to Sociology – 3 credits
Explore how social groups influence individuals and society as a whole. Analyze key topics like socialization, social stratification, deviance, institutions, and cultural change using a variety of sociological perspectives. Engage in projects and discussions that help you make sense of social behavior and current issues. Be prepared to thoughtfully examine and discuss complex or controversial topics.

1162 Introduction to the Law
(9 weeks, .5 credit)
Grades 9-12
Investigate your legal rights and responsibilities as a citizen, juvenile, and adult in the United States. Study the structures and procedures that govern and protect individuals in society. Examine political and legal ideals through real-world scenarios and case studies. This course builds your understanding of the American legal system and its impact on daily life.

1163 Geography
(9 weeks, .5 credit)
Grades 9-12
Gain a broad understanding of physical, human, and cultural geography. Study the earth's features, tools of geographers, and the ways humans interact with their environment. Use case studies and projects to explore how geography shapes societies and connects or divides regions. Develop skills to analyze global issues and understand your place in the world.

TECHNOLOGY & ENGINEERING EDUCATION

All courses in Technology and Engineering Education are offered only if there is sufficient enrollment. All courses are offered 9th through 12th grade except STEAM Fabrication 3 and STEAM Design 3 which are available in 10th, 11th or 12th grade.

6400 STEAM Fabrication 1 Exploring
(9 Weeks, .5 Credit)
Grades 9-12
This introductory, 9 weeks Science, Technology, ENGINEERING, Art and Mathematics (STEAM) Fabrication course gives students hands-on experience in vector designing and machining, fabricating, and industrial output through a combination of traditional and modern tools. Students will explore safe and effective use of a woodshop, small and industrial robotics with the CNC router and laser cutter, additive manufacturing with 3D printers, vinyl cutter and hand tools to create functional and artistic projects that may include a wooden inlay logo sign, folding stool or clock. Emphasizing the engineering design and problem-solving process, creativity, and developing technical skills, students will establish a foundation of practical knowledge in manual and digital fabrication, material selection, and workshop safety while furthering their technological literacy from middle school within the expanded STEAM framework. Students who complete STEAM Fabrication 1 Exploring 9 weeks with a *C* or better can take **STEAM Fabrication 2**.

6410 STEAM Fabrication 1
(18 Weeks, 1.0 Credit)
Grades 9-12
This lengthened, introductory, 18 Weeks Science, Technology, ENGINEERING, Art and Mathematics (STEAM) Fabrication course gives students hands-on experience in vector designing and machining, fabricating and industrial output through a combination of traditional and modern tools. Students will experience safe and effective use of a woodshop, toolpath generation using small and industrial robotics with the CNC router and laser cutter, additive manufacturing with 3D printers, vinyl cutter and hand tools to create functional and artistic projects that may include an inlay logo sign, folding stool or clock along with other small projects. Emphasizing the engineering design and problem-solving process, creativity, and developing technical skills, the course provides a foundation in manual and digital fabrication, material selection, and workshop safety while furthering their technological literacy from middle school within the expanded STEAM framework. The course provides a longer time for additional fabrication experiences. Students who complete STEAM Fabrication 1, 18 weeks with a *C* or better can take **STEAM Fabrication 2**.

6420 STEAM Fabrication 2
(18 Weeks, 1.0 Credit)
Grades 10-12
Building on the foundations of STEAM Fabrication 1 Exploring, 9 Weeks OR STEAM Fabrication 1, 18 Weeks, this course challenges students to take their fabrication and engineering skills to the next level. Students will engage in more complex projects that integrate advanced fabrication shop techniques in materials, higher level vector design and toolpath generation with small/ industrial robotics CNC machining, advanced slicing and 3D printing and more complex laser cutting/engraving while continuing to refine their use of hand tools and machines. Emphasis is placed on problem-solving, precision, and creative innovation as students move from guided activities to more independent, project-based work. The course encourages students to design, prototype, and produce original project solutions while preparing them for advanced study in engineering, design, and fabrication to become higher level technologically literate citizens. Students who complete STEAM Fabrication 2, 18 weeks with a *C* or better can take STEAM Fabrication 3.

6430 STEAM Fabrication 3
(18 Weeks, 1.0 Credit)
Grades 10-12
STEAM Fabrication 3 is the highest-level class students can take to conclude their high school project-based learning experience in fabrication and engineering knowledge. Opportunities include more independent and collaborative design, challenges and projects. Utilizing machines, tools and equipment in STEAM Fabrication 2, students will focus on advanced techniques, precision crafting, and application of creative engineering design and problem-solving processes. Emphasis is placed on designing and producing original, high-quality projects from concept through completion, with expec-

tations to incorporate digital design, prototyping, small and industrial robotics and iterative improvement. STEAM Fabrication 3 encourages innovation, leadership, and portfolio-ready project development to prepare students for after school real world experiences in STEAM career and higher education pathways. **Please note: STEAM Fabrication 3 is available for students in grades 10, 11, and 12. With prior approval from their Tech and Engineering teacher, students who completed STEAM Fabrication 1, 2, and 3 are able to take STEAM Fabrication 3 a second time for credit with an understanding they will complete more complex projects.**

6500 STEAM Design 1 Exploring
(9 Weeks, .5 Credit)
Grades 9-12
This introductory Science, Technology, ENGINEERING, Art and Mathematics (STEAM) Design, 9 Weeks course invites students to explore design and engineering in a project-based setting. Traditional drafting tables and tools will complement modern computerized technology like CAD software, laser cutter, vinyl cutter and advanced 3D printers, giving students experience in both manual and digital design methods and outputs. Project examples include scale model building through the application of residential architectural and engineering design principles as well as smaller design and digitally fabricated projects. Emphasizing the engineering design process, problem-solving, creativity and developing technical skills, the course provides a foundation in manual design, digital design, building information management (BIM), and model building while furthering their technological literacy from middle school within the expanded STEAM framework. Students who complete STEAM Design 1 Exploring 9 weeks with a *C* or better can take STEAM Design 2.

6510 STEAM Design 1
(18 Weeks, 1.0 Credit)
Grades 9-12
This expanded, introductory Science, Technology, ENGINEERING, Art and Mathematics (STEAM) Design, 18 Weeks course invites students to experience design and engineering in a project-based setting. Traditional drafting tables and tools will complement modern computerized technology like CAD software, laser cutter, vinyl cutter and advanced 3D printers, giving students experience in both manual and digital design methods and outputs. Project examples include scale model building through the application of residential architectural and engineering design principles as well as smaller design and digitally fabricated projects. Emphasizing engineering design and problem-solving process, creativity, and developing technical skills, this longer course provides a foundation in manual design, digital design, building information management (BIM), and model building while furthering their technological literacy from middle school within the expanded STEAM framework. Students who complete STEAM Design 1, 18 weeks with a *C* or better can take STEAM Design 2.

6520 STEAM Design 2
(18 Weeks, 1.0 Credit)
Grades 10-12
Building on the foundations of STEAM Design 1 Exploring, 9 Weeks OR STEAM Design 1, 18 Weeks, this course challenges students to apply and expand their design skills through more advanced projects. Students will deepen their proficiency with CAD and BIM software with precision drafting, slicing, vector generation, and technical drawing, while integrating advanced methods and use of the vinyl cutter, laser cutter, and 3D printer to create innovative designs and models. Emphasis is placed on design thinking, collaboration, and problem-solving as students move from guided assignments to more independent design challenges with scale model building through application of commercial architectural and engineering design principles. This course encourages students to produce original project solutions, preparing them for advanced study in engineering and design as they reach a higher understanding of technological literacy. Students who complete STEAM Design 2, 18 weeks with a *C* or better can take STEAM Design 3.

6530 STEAM Design 3
(18 Weeks 1.0 Credit)
Grades 10-12
In this advanced course, students take greater ownership of the design process, moving from concept development to fully realized prototypes. Using CAD software, drafting tools, and equipment from STEAM Design 2, students will complete independent and collaborative projects that emphasize innovation, precision, and real-world application. Projects are more open-ended to encourage students to apply creativity, problem-solving, and technical expertise to design solutions. STEAM Design 3 encourages innovation, leadership, and portfolio-ready project development to prepare students for after school real world experiences in STEAM career and education pathways. **Please note: STEAM Design 3 is available for students in grades 10, 11, and 12. With prior approval from their Tech and Engineering teacher, students who completed STEAM Design 1, 2, and 3 are able to take STEAM Design 3 a second time for credit with an understanding they will complete more complex projects.**

6310 STEAM Robotics 1
(9 Weeks, .5 Credit)
Grades 9-12
This introductory Science, Technology, ENGINEERING, Art and Mathematics (STEAM) Robotics, 9 Weeks course invites students to experience the foundations of Robotics. Students will explore mechanical design, basic electronics, and programming concepts while learning how to build, wire, and operate robots to complete tasks and challenges. Emphasis is placed on creativity, problem-solving, and teamwork as students apply STEAM principles to design innovative solutions using VEX and other smaller microcontrollers. This course provides a foundation in physical coding techniques and wiring while furthering students' technological literacy from robotics and coding in middle school within the expanded STEAM framework. Students who complete STEAM Robotics 1, 9 weeks with a *C* or better can take STEAM Robotics 2.

6320 STEAM Robotics 2
(9 Weeks, .5 Credit)
Grades 9-12
Building on the foundations of STEAM Robotics 1, this course challenges students to design, program, and optimize more advanced VEX and other microcontroller robotics systems. Students will ex-

plore topics such as sensor integration, autonomous control, and iterative design to solve complex engineering challenges. STEAM Robotics 2 encourages innovation, leadership, and portfolio-ready project development to prepare students for after school real world experiences in STEAM career and education pathways.

WORLD LANGUAGES

All students are encouraged to take more than one language if their schedule allows for this opportunity. If schedule allows, it is recommended that students 'double up' each year. Ex: Spanish 3 semester 1 and Spanish 4 semester 2. This will help maintain proficiency and allow the student to take more than one language if interested. Please visit our website to see suggestions and FAQs Course Sequences and FAQs. At any point in high school, students may add Chinese, French, Latin, or Spanish.

World Language Quick Guide to Suggested Course Sequences					
Grade 7	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
French 1A	French 1B	French 2	French 3 Honors	French 4 Honors	AP French or French 5
French 1A	French 1B	French 2	French 3	French 4	French 5
		French 1	French 2	French 3/4 in 1 year	French 5/AP in 1 year
			French 1	French 2	French 3
		Latin 1	Latin 2	Latin 3 or Latin 3 Honors	
			Latin 1	Latin 2	Latin 3 or Latin 3 Honors
			Chinese 1	Chinese 2	Chinese 3 or Chinese 3 Honors
		Chinese 1	Chinese 2	Chinese 3 or Chinese 3 Honors	
			Spanish 1	Spanish 2	Spanish 3
		Spanish 1	Spanish 2	Spanish 3/4 in 1 year	Spanish 5/AP in 1 year
	Spanish 1A	Spanish 1	Spanish 2	Spanish 3	Spanish 4
Spanish 1A	Spanish 1B	Spanish 2	Spanish 3	Spanish 4/5 in 1 year	AP Spanish
Spanish 1A	Spanish 1B	Spanish 2	Spanish 3 Honors	Spanish 4 Honors	AP Spanish

4101 Chinese 1
(18 weeks, 1 credit)
Grades 9-12
The goal of this first-year Mandarin course is to enable students to use fundamental expressions and vocabulary in oral and written context while integrating cultural elements. This course will focus on tones, rules of phonetic spelling, and pronunciation. Students will also learn Chinese characters: stroke order, structure, the writing systems, and calligraphic techniques (simplified characters will be taught). Students will learn basic sentence pattern analysis, and development of language skills in listening, speaking, reading, and writing. Integrated performance assessments will be used to assess language skills.

4102 Chinese 2
(18 weeks, 1 credit)
Grades 9-12
The goal of the Chinese 2 Mandarin course is to enable students to communicate effectively in the target language, to read, write, interpret and speak basic Chinese. Students will continue to use fundamental expressions and vocabulary in oral and written context while integrating cultural elements. This course will also continue the focus on tones, rules of phonetic spelling, and pronunciation. Upon completion of this course, students will be able to express their basic thoughts and ideas in writing and speaking. Students registering for this course must have a solid foundation in tones and pronunciation, as well as a working knowledge of basic vocabulary (i.e. greetings, simple sentences). Integrated performance assessments are used to assess proficiency in all four skills. **Prerequisite: Chinese 1, *C*- or better.**

4103 Chinese 3
4113 Chinese 3 Honors
(18 weeks, 1 credit)
Grades 9-12
Students enrolled in Level 3 will begin the course proficient in basic Mandarin. The same text series and supplemental materials are used and the students continue practicing reading, writing, speaking and listening as they become more proficient in the language. Integrated performance assessments are used to assess proficiency in all four skills. **Prerequisite: Level 2, *C*- or better.** Students who opt for Chinese 3 Honors (weighted course) must meet the following **prerequisite: Level 2, *B*+ average and the recommendation of the Chinese 2 teacher.**

4201 French 1
4501 Spanish 1
(18 weeks, 1 credit)
Grades 9-12
The goal of first-year language is to enable students to use fundamental expressions and vocabulary in verbal and written context while integrating cultural elements. This course emphasizes communicative skills, relevant grammar concepts, reading and listening comprehension and cultural concepts. The target language will be the language of the classroom and integrated performance assessments are used to assess proficiency in all four skills. Online resources, and a variety of supplementary materials are used to help achieve this goal. **Any student who only completed one language course in middle school (1A OR 1B, not both) should be placed into this level 1 course**.

4202 French 2
4502 Spanish 2
(18 weeks, 1 credit)
Grades 9-12
Level 2 continues language study in the same patterns as Level 1. Students experience opportunities for more advanced verbal and written self-expression and related cultural elements. This course emphasizes communicative skills, more advanced grammar concepts, reading and listening comprehension and cultural concepts. The target language will be the language of the classroom and integrated performance assessments are used to assess proficiency in all four skills**.** Online resources and supplementary materials are essential elements of these courses. **Prerequisite: Level 1 or Level 1A *and* Level 1B, grade *C*- or better. If a student completes two language courses in middle school (1A AND 1B), they may be placed into this course.**

4203 French 3
4503 Spanish 3
(18 weeks, 1 credit)
Grades 9-12
These courses continue with earlier study with an increasing emphasis on speaking, reading and writing. Students will review all previously studied concepts and be introduced to more advanced grammatical points. Culture is integrated throughout the curriculum. Online resources and supplementary materials are essential parts of these courses. Integrated performance assessments are used to assess proficiency in all four skills. **Prerequisite: Level 2, *C*- or better.**

4213 French 3 Honors
4513 Spanish 3 Honors
(18 weeks, 1 credit)
Grades 9-12
This is a rigorous course designed to accelerate the student's proficiency and achievement in the skills of listening, speaking, reading, and writing. In-depth writing, advanced reading, speaking and listening will prepare students for the AP course. Reading will include literary works by well-known authors with literary analysis. Detailed grammatical concepts, an increased amount of detailed vocabulary and the use of AP style rubrics will be key components of the course. Integrated performance assessments are used to assess proficiency in all four skills The students recommended for this course should strongly consider taking level 4, Honors, followed by AP Language. **French 3 Honors & Spanish 3 Honors are weighted-grade courses. Prerequisite: Completion of level 2 with minimum *B*+ average and the recommendation of the level 2 teacher.**

4204 French 4
4504 Spanish 4
(18 weeks, 1 credit)
Grades 9-12
These courses continue emphasis on listening, speaking, reading, culture and writing. Students will review previously studied grammatical points and be introduced to more advanced grammatical concepts. Selected readings and culture are infused throughout the curriculum. Online resources, workbooks, and supplementary materials are an essential part of these courses. Integrated performance assessments are used to assess proficiency in all four skills. **Prerequisite: Level 3, *C*- or better.**

4514 Spanish 4 Honors
(18 weeks, 1 credit)
Grades 9-12
This course, which is a continuation of the Honors 3 sequence, is designed to accelerate the student's proficiency and achievement in the skills of listening, speaking, reading, and writing. Continued emphasis will be placed on reading and writing skills. Reading will include literary works by well-known authors with literary analysis. Students will complete the study of grammatical concepts and their applications. Integrated performance assessments are used to assess proficiency in all four skills. The students recommended for this course should strongly consider taking AP Spanish Language as the culmination of the sequence. **Honors weighted-grade course. Prerequisite: Level 3 Honors with minimum *B*+ average or better. Level 3 students may only take Spanish 4 Honors with a minimum grade of an *A*- and with a completed teacher recommendation checklist.**

4214 French 4 Honors
(18 weeks, 1 credit)
Grades 9-12
This rigorous course is designed to accelerate the student's proficiency and achievement in the skills of listening, speaking, reading, and writing. Emphasis will be placed on reading and writing skills. Readings will include literary works by well-known authors with literary analysis. Students will complete the study of grammatical concepts and their applications. Increased emphasis will be placed on verbal and aural discrimination. The student electing this course should strongly consider taking the AP Language course the following year as the culmination of the sequence. Integrated performance assessments are used to assess proficiency in all four skills**. Honors weighted-grade course. Prerequisite: Level 3 Honors with minimum *B*+ average or better. Level 3 students may only take French 4 Honors with a minimum grade of an *A*- and with a completed teacher recommendation checklist.**

4205 French 5
4505 Spanish 5
(18 weeks, 1 credit)
Grades 9-12
This course allows students to apply all the skills they have learned in their previous years of study. The practical aspects of using the language will be emphasized and expanded. Student involvement in class activities plays a major role in the course. Students will learn historical and cultural information; they will also read and analyze authentic literature. Compositions, conversations, projects, and debates in the target language are integral elements of this course. Integrated performance assessments are used to assess proficiency in all four skills. Fifth year world languages courses do not explicitly prepare students for Advanced Placement examinations. Academic-level students may take AP Language courses after completing level 5 with an *A*⁻ average or better. **Prerequisite: Level 4, *C*- or better.**

4500 Advanced Placement Spanish
4200 Advanced Placement French
(18 weeks, 1 credit)
Grades 9-12
Advanced Placement Language is designed to prepare students for the AP Examination. Acceptable scores on this annual exam can result in college credit and/or advanced placement status at many of the nation's colleges. In AP Language, students will continue to strengthen their proficiency in all four language skills: listening, speaking, reading, and writing. Students will integrate these skills and concepts using authentic resources, as well as literary works. Advanced grammatical concepts continue to be introduced and refined. Students will become proficient in audio recording. **Students selecting this course should plan to take the Advanced Placement Language Examination given in May. AP weighted-grade course. Prerequisite: AP weighted-grade course. Prerequisite: Level 4 Honors with a *B*+ average or better. Level 5 students may only take AP with a minimum grade of an *A*- and with a completed teacher recommendation checklist.**

4401 Latin 1
(18 weeks, 1 credit)
Grades 9-12
Latin 1 emphasizes the skills needed to read, comprehend, and translate the language while practicing grammar usage, vocabulary, with written and verbal work. In addition, emphasis is placed on Latin-English word derivations, mythology, Roman life and cultural influences, with special attention given to the city of Pompeii and its subsequent destruction.

4402 Latin 2
(18 weeks, 1 credit)
Latin 2 builds upon the foundation of Latin 1. Advanced grammatical concepts and vocabulary allow the student to continue reading, comprehending, and translating Latin passages. These passages, filled with cultural content, begin with Roman Britain and the city of Alexandria, and explore the arts and sciences of the regions, including travel and communication. Special focus continues to be given to Latin-English word derivations. **Prerequisite: Latin 1, *C*- or better.**

4403 Latin 3
4413 Latin 3 Honors
(18 weeks, 1 credit)
Grades 9-12
Latin 3 continues the work of Latin 2, by using new and advanced grammatical concepts, more subject-specific vocabulary, and figures of speech. Roman life and culture will be emphasized while exploring Roman religion, entertainment, architecture, and military camps of various Roman colonies. Special emphasis continues to be given to Latin-English word derivation. **Prerequisite: Level 2, *C*- or better.** Students who opt for Latin 3 Honors (weighted course) must meet the following P**rerequisite: Level 2, *B*+ average and the recommendation of the Latin 2 teacher.**

4522 Study Abroad: Spanish Speaking Destination
4521 Study Abroad: French Speaking Destination
(.25 elective credit to be awarded on transcript for the school year after travel.)
Study Abroad courses are designed to provide the student with an immersion experience and the opportunity to use a world language in an authentic culture where the target language is spoken. Participants will experience the art, music, history, and customs of the country as well as participate in tasks that improve and enhance their language ability. Each study abroad course contains five elements; pre-travel sessions (attendance at these sessions is mandatory for students), project, classwork abroad, travel, and reflection. While abroad and leading up to trip, students must adhere to all school board policies, including those regarding drugs, alcohol, and weapons. Students will comply with all requirements as required by the host country. Online applications will be available at the informational meeting, the date for this meeting will be provided by World Languages Department teachers. The cost of the course will vary from year to year and is the sole financial responsibility of parents or guardians. Enrollment is limited. Students must travel to and from the destination with the group and will not deviate from the group travel plan. Travel for these courses will rotate between countries/languages if possible. Travel is dependent upon world conditions, travel alerts, student enrollment and chaperone availability. **Prerequisites: Teacher recommendations, essay, application. Students must have completed Level 2 of the target language with a grade of *C* or better prior to departure; they must also be enrolled in the next level of the sequence. Upper classmen get preference due to enrollment limits.**

Seal of Biliteracy
The Seal of Biliteracy is a distinction that a district may award students who prove intermediate-high proficiency in BOTH English and another language at the time of high school graduation.

The purpose of the PA Seal of Biliteracy awarded by CBSD is to:
- Recognize and reward the diverse linguistic talents of our students.
- Provide employers and higher educational institutions with a method of identifying candidates with biliteracy skills.
- Encourage students to acquire proficiency in English AND another world language.
- Promote civic and global engagement.

Who is eligible for the Seal of Biliteracy? All students are eligible to apply but only those who prove intermediate-high proficiency in English and other language(s) with approved assessments/evidence and completed application may earn the Seal. Visit our website for more information and to apply**.** **World Languages / Seal of Biliteracy (cbsd.org)**

YEARBOOK

9568 Yearbook Production—CB South/CB West
(18 weeks, 1.0 elective credit)—CB South/CB West
Grades 9-12
9569 Yearbook Production—CB East/West
(9 weeks, .5 elective credit)—CB East/West
Grades 9-12
This course is designed to provide yearbook staff with instruction in the various phases of yearbook production: yearbook journalism, layout and design, digital imaging, business management, advertising, and public relations. Students in this course design and produce the school's yearbook. **Note: A student may be on the yearbook staff without being enrolled in this course. Students may enroll in this course more than once only with prior permission from the teacher. Prerequisites: Grade *B* or better in English, and experience in at least one of these areas: photography, digital imaging, or business, or recommendation of the teacher/yearbook advisor.**

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FOUR YEAR PLANNING WORKSHEET

Grade 9

First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period

Grade 10

First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period

Grade 11

First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period

Grade 12

First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period

Central Bucks Mission Statement

The Central Bucks Schools will provide all students
with the academic and problem-solving skills
essential for personal development,
responsible citizenship, and life-long learning.

Statement of Equal Opportunity

Central Bucks School District is an equal-opportunity institution which does not discriminate on the basis of race, religion, color, sex, age, national origin, or disability in its programs and services or in its hiring and employment practices.

For information regarding your civil rights, grievance procedures, or programs and services accessible to the handicapped, please contact the Superintendent's office at the address below.

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